UNIVERSITY OF ALBERTA

A YOUTH LEADERSHIP TRAINING CASE STUDY

BY

LYLE BENSON

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT STUDIES

Edmonton, Alberta
Fall, 1991

National Library
of Canada

Bibliothèque nationale
du Canada

Canadian Theses Service

Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-70155-2

Canada

UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Lyle Benson

TITLE OF THESIS: A Youth Leadership Training Case Study

DEGREE: Doctor of Philosophy

YEAR THIS DEGREE GRANTED: Fall, 1991

Permission is hereby granted to the University of Alberta Library to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves all other publication and other rights in association with the copyright in the thesis, and except as hereinbefore provided neither the thesis nor any substantial portion thereof may be printed or otherwise reproduced in any material form whatever without the author's prior written permission.

Lyle Benson

153 Reimer Drive
Hinton, Alberta
Canada T7V 1K6

Dated: 09/October/1991

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled A YOUTH LEADERSHIP TRAINING CASE STUDY submitted by LYLE BENSON in partial fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

Dr. H.A. Scott, Supervisor

A.B. Nielsen

Dr. A.B. Nielsen

Dr. L.S. Beauchamp

RMacnab

Dr. R.B.J. Macnab

Dr. R.B. Alderman

Dr. M. Searle, External Advisor

FALL, 1991

DEDICATION

To Ellen Benson, Rick Matishak and Barb Hertell,
three of Alberta's best leaders.

ABSTRACT

The purpose of this descriptive case study was to contribute to the body of knowledge about youth leadership training programs by examining one leadership training seminar and documenting its conceptual base, content, processes and effects upon participants.

To achieve this objective in a sequential manner required:

1. an explanation of the Wholistic Leadership Development Model which provided the conceptual base from which the Blue Lake Centre Youth Leadership Seminar was created,
2. a description of how the Wholistic Leadership Development Model was utilized to design the Blue Lake Centre Youth Leadership Seminar,
3. a description of the content and processes of the Blue Lake Centre Youth Leadership seminar,
4. an assessment of the impact of participation in the Blue Lake Centre Youth Leadership Seminar on the self-perceptions of the leadership effectiveness among selected youth leaders, and
5. an assessment of the effects of action planning on youth leaders goal achievement behaviors.

The specific research questions investigated in this study were:

1. How did the participants perceive they were affected by the youth leadership seminar?
2. To what extent were various youth leadership seminar sessions perceived by participants as contributing to their leadership effectiveness and personal change?
3. What were the effects of the youth leadership seminar action planning session on participants?

A review was made of the relevant literature pertaining to leadership training and development, youth leadership, youth leadership training programs and models, self-esteem, and goal setting and action planning.

Forty-two youth leaders from Alberta Provincial Youth Associations and invited youth groups took part in two Blue Lake Centre Youth Leadership Seminars. They were tested using a two group pretest/thentest/posttest design. The data was analyzed using analyses of variance, a t-test, a Scheffé test, percentages, thematic analysis, and representative quotations. The data was gathered, using the following

instruments: Leadership Assessment Questionnaire, Leadership Seminar Questionnaire, Action Planning Questionnaire, Battle's Culture-Free Self-esteem Inventory, Personal Interviews, and Key Group Debriefing Interviews.

The conclusions based on the first question were that the youth leaders thought the Blue Lake Centre Youth Leadership Seminar increased their leadership effectiveness. The specific personal and leadership attributes which the youth leaders felt the Blue Lake Centre Youth Leadership Seminar contributed to were: (a) improved communication skills - both sending and receiving, (b) increased awareness, acceptance, and understanding of other people, (c) increased awareness, acceptance, and understanding of self, (d) increased self-confidence, and (e) increased ability to take risks, to take the initiative, and to become involved. Youth believed these were major factors in their leadership effectiveness. The last element of increased ability to take risks, to take the initiative, and to become involved, was the most important different group factor of leadership effectiveness found in this study. Also self-esteem was a major factor in youths' leadership development. Lastly the youth leaders thought the Blue Lake Centre Youth Leadership Seminar had a significant positive extended effect on them in school, with friends and with family.

The conclusions based on the second question were youth leaders believed (a) active listening, (b) Bi/Polar; (c) traits, characteristics and attitudes of a leader, (d) the campfire sharing circle, and (e) the rock climbing with the most important Blue Lake Centre Youth Leadership Seminar sessions that contributed to their leadership effectiveness and personal change.

The conclusions based on the third question were that even though they did not have an action planning session, the B Group set goals after the leadership seminar. Also, both groups thought they were successful in achieving their goals. Between both groups, no statistical difference in achieving goals was found.

Lastly, the "week in the life" ethnographic account intended to provide the reader with insight into the "lived experience" of a "typical youth leader" who attended the Blue Lake Centre Youth Leadership Seminar.

ACKNOWLEDGEMENTS

This study was made possible only because of the help of many individuals and the organizations they represent.

To the members of my doctoral committee, Dr. Harvey Scott for taking me on as a graduate student and for then allowing me to pursue my own interests in leadership; Dr. Brian Nielsen for continually forcing me to think as a scientist rather than a facilitator; Dr. Larry Beauchamp for re-enforcing in me the things I do know rather than the things I did not know; to Dr. Ross Macnab and Dr. Rikk Alderman for being involved later on in the dissertation process and thus requiring me to review the dissertation with a new and refreshing outlook, and to Dr. Mark Searle for providing me with new insight and questions on leadership. Lastly, to Dr. Lou Lanier who directed me to LIOS, and who then with a single stroke of a pen altered my life from outdoor leadership development to leadership development.

To my long-time colleagues in Alberta Recreation and Parks; Bernie MacDonald, Punch Jackson, Steve Gosse, Toby Rabinovitz and Brad Summers. Thank you for your support, your vision and most importantly your friendship.

To the Recreation, Parks and Wildlife Foundation; Chuck Moser and David Johnston. The projects you supported me in laid the necessary ground-work on which this dissertation was built.

To all of the facilitators of the Blue Lake Centre Youth Leadership Seminar. We have shared an experience which is hard to explain to those who were not there.

To all of the youth who have kept alive in me the desire to train leaders who are going to make this world a better place to live in.

To Garry and Dorothy Gibson for your love all these years.

To Lori Wilcox for taking my hand-written scribble and turning it into something beautiful.

TABLE OF CONTENTS

CHAPTER PAGE

I. THE PROBLEM AND ITS SETTING

Introduction 1
Statement Of The Problem 1
Research Questions 2
Delimitations And Limitations 2
Definition Of Terms 3
Assumptions 5
Significance Of The Study 5
Stages In The Study 5

II. REVIEW OF RELATED LITERATURE

Introduction 7
Leadership Training And Development 7
Early Youth Leadership Research 11
Youth Leadership Training Programs 13
Self-Esteem 35
Transfer Of Training, Goal Setting And Action Planning 38
Chapter Summary 46

III. THE WHOLISTIC LEADERSHIP DEVELOPMENT MODEL AND THE BLUE LAKE CENTRE YOUTH LEADERSHIP SEMINAR

Introduction 48
The Wholistic Leadership Development Model 48
  Content Skills 51
  Change Phases 60
  Facilitation Process 67
Operationalizing The Wholistic Leadership Development
  Model In Designing A Leadership Training Program
  Training Program 73

The Blue Lake Centre Youth Leadership Seminar: A Practical Programmatic Application Of The Wholistic Leadership Development Model 76
    Content Skills 76
    Change Phases 77
    Facilitation Process 84
Blue Lake Centre Youth Leadership Seminar Overview 90
Chapter Summary 91

IV. METHODS AND PROCEDURES
Introduction 93
Methodology 93
Research Design 94
Subjects 95
Instrumentation 96
The Pilot Studies 101
Data Collection Procedures 101
Data Analysis And Interpretation 104
Chapter Summary 109

V. RESULTS AND DISCUSSION OF THE EFFECTS OF THE BLUE LAKE CENTRE YOUTH LEADERSHIP SEMINAR ON PARTICIPANTS
Introduction 110
A Week In The Life Of A Participant At The Blue Lake Centre Youth Leadership Seminar 110
Research Questions 129
    Introduction 129
    Question #1: How did participants perceive they were affected by the youth leadership seminar? 129
    Question #1 Summary 161

Question #2: To what extent were various youth leadership seminar sessions perceived by participants as contributing to their leadership effectiveness and personal change? 162
Question #3: What were the effects of the youth leadership seminar action planning sessions on participants? 167
Question #3 Summary 181

Discussion Of The Results 182
Effects of the Blue Lake Centre Youth Leadership Seminar on Youth Leaders' Leadership Effectiveness 182

Effects of the Various Leadership Seminar Sessions on Youth Leaders' Leadership Effectiveness and Personal Change 188

Effects of the Action Planning Session on Youth Leaders' Leadership Effectiveness 188

VI. SUMMARY, METHODOLOGICAL CRITIQUE, CONCLUSIONS AND RECOMMENDATIONS

Summary 194
Methodological Critique 197
Conclusions 198
Recommendations 200

VII. REFLECTIONS 201

REFERENCES 203

APPENDIXES 220

LIST OF APPENDIXES

APPENDIX PAGE

A Words That Have Been Used To Mean Lead, Leader and Leadership 220

B Yukl's Classification of Leadership Theories 226

C Leadership Assessment Questionnaire (Pretest and Thentest/Posttest) 231

D Leadership Seminar Questionnaire 247

E Eight Step Goal Achievement 253

F Action Planning Questionnaire (A Group) 269

G Action Planning Questionnaire (B Group) 274

H Battle's Culture-Free Self-Esteem Inventory 277

I Blue Lake Centre Youth Leadership Seminar 279

J Sharing Circles and Debriefings 381

K Cover Letters 386

LIST OF TABLES

TABLE PAGE

1. Analysis of Variance Summary Table for Leadership Assessment Questionnaire A Group vs. B Group 130

2. Mean Tables for Leadership Assessment Questionnaire A Group vs. B Group 131

3. Scheffé Test (Post-Hoc) for Multiple Comparison of Means (Leadership Assessment Questionnaire) 132

4. Mean Scores for Youth Leaders' Self-Perceptions of the Degree to Which the Blue Lake Centre Youth Leadership Seminar Contributed to Their Leadership Effectiveness 134

5. Youth Leaders' Perceptions of the Specific Ways the Blue Lake Centre Youth Leadership Seminar Increased Their Leadership Effectiveness and Personal Change (Personal Interview Data) 136

6. Youth Leaders' Perceptions of the Specific Ways the Blue Lake Centre Youth Leadership Seminar Increased Their Leadership Effectiveness (Leadership Seminar Questionnaire Data) 145

7. A Groups' Perceptions of the Specific Ways the Blue Lake Centre Youth Leadership Seminar Increased Their Leadership Effectiveness (Personal Interview Data) 147

8. Battle's Self-Esteem Rating Scale 149

TABLE PAGE

9. Analysis of Variance Summary Table for Total Self-Esteem
A Group vs. B Group 150

10. Mean Tables for Total Self-Esteem
A Group vs. B Group 151

11. Analysis of Variance Summary Table for General Self-Esteem
A Group vs. B Group 153

12. Mean Tables for General Self-Esteem
A Group vs. B Group 154

13. Analysis of Variance Summary Table for Personal Self-Esteem
A Group vs. B Group 155

14. Mean Tables for Personal Self-Esteem
A Group vs. B Group 157

15. Analysis of Variance Summary Table for Social Self-Esteem
A Group vs. B Group 158

16. Mean Tables for Social Self-Esteem
A Group vs. B Group 159

17. The Extended Effects of the Blue Lake Centre Youth Leadership Seminar on Participants
(Personal Interview Data) 160

18. Combined Group's Perceptions of The Blue Lake Centre Youth Leadership Seminar Sessions Contributing to Their
Leadership Effectiveness Upon Return to Associations 163

TABLE PAGE

19. A Group's Perceptions of the Blue Lake Centre Youth Leadership Seminar Sessions Contributing to Their Leadership Effectiveness Upon Return to Associations 164

20. B Group's Perceptions of the Blue Lake Centre Youth Leadership Seminar Sessions Contributing to Their Leadership effectiveness Upon Return to Associations 165

21. Blue Lake Centre Youth Leadership Seminar Sessions Contributing Most and Least to Youth Leaders' Leadership Effectiveness 166

22. A Group's Perceptions of the Action Planning Session Contributing to Their Leadership Effectiveness in Comparison to the Other Blue Lake Centre Youth Leadership Seminar Sessions 168

23. Success in Achieving Leadership Goals A Group vs. B Group 169

24. A Group's and B Group's PerceivedDegrees of Success in Achieving Each Leadership Goal Set 170

25. Total Number of Goals Set A Group vs. B Group 172

26. A Group's Perceptions of Action Planning Contributing to Thheir Leadership Goal Achievement 173

27. A Group's Perceptions of the Action Planning Elements Contributing to Them Achieving Their Leadership Goals 175

TABLE PAGE

28. Five Elements of Action Planning Contributing Most to A Group Achieving Their Leadership Goals 177

29. Five Elements of Action Planning Contributing Least to A Group Achieving Their Leadership Goals 178

30. Type of Leadership Goals the A Group and the B Group Set (Action Planning Questionnaire Data) 179

31. Examples of Leadership Goals Set by the A Group and the B Group 180

LIST OF FIGURES

FIGURE PAGE

1. Concept of the Wholistic Leadership Development Model 50

2. Wholistic Leadership Triangle 53

3. Wholistic Leadership Iceberg 55

4. The Relationship Between Leadership Training and Leadership Performance 56

5. The Competence/Confidence Relationship 58

6. How an Individual Changes 61

7. Change Phases 63

8. Facilitation Process 68

9. Putting It All Together Form 74

10. Data Collection Dates for the Research Instruments 105

11. The Success Square 201

I. THE PROBLEM AND ITS SETTING

Introduction

Because leadership has been considered a primary factor for group and organizational success an immense body of knowledge about leadership has been developed. For example, Stogdill (1974) conducted a comprehensive review of over 3,000 leadership studies completed between 1904 and 1974. Bass (1981) carried on Stogdill's work and has reviewed over 5,000 leadership studies. The relationship between leaders' effectiveness and many of the variables that affected their performances has been documented (Stogdill, 1984; Bass, 1981; Yukl, 1981; and Wexley and Latham, 1981). Yet Bass (1981) believed researchers still had not addressed the fundamental question of how to develop better leadership training methods when he asserted, "In many studies of leadership training, it is impossible to determine the method or combinations of methods employed. Both the method of training and the content taught should be outlined in detail" (p. 615). Consequently the intent of this study was to contribute to the improvement of youth leadership training programs by applying a specific leadership development model to the design and implementation of a specific leadership training seminar, and then assessing the seminar's effects upon participants.

Statement Of The Problem

The purpose of this descriptive case study was to contribute to the body of knowledge about youth leadership training programs by examining one leadership training seminar and documenting its conceptual base, content, processes, and effects upon participants.

To achieve this objective required:

1. an explanation of the Wholistic Leadership Development Model which provided the conceptual base from which the Blue Lake Centre Youth Leadership Seminar was created,
2. a description of how the Wholistic Leadership Development Model was utilized to design the Blue Lake Centre Youth Leadership Seminar,
3. a description of the content and processes of the Blue Lake Centre Youth Leadership seminar,
4. an assessment of the impact of participation in the Blue Lake Centre Youth Leadership Seminar on the self-perceptions of the leadership effectiveness among selected youth leaders, and
5. an assessment of the effects of action planning on youth leaders goal achievement behaviors.

Research Questions

The specific research questions investigated in this study were:

1. How did the participants perceive they were affected by the youth leadership seminar?

   It was therefore necessary to determine;

   a. if participants thought the youth leadership seminar affected their leadership effectiveness,
   b. the specific ways participants thought the youth leadership seminar affected their leadership effectiveness and personal change, and
   c. the extended effects of the youth leadership seminar on participants.

2. To what extent were the various youth leadership seminar sessions perceived by participants as contributing to their leadership effectiveness and personal change?

3. What were the effects of the youth leadership seminar action planning session on participants?

   It was then necessary to determine;

   a. how successful participants were in achieving leadership goals they set for themselves,
   b. the extent to which the action planning session contributed to achieving personal leadership goals,
   c. the extent to which the different elements of the action planning session contributed to achieving personal leadership goals, and
   d. the type of leadership goals set by participants.

Delimitations And Limitations

Delimitations

The study was delimited to:

a. a sample of selected youth leader participants, aged 14 to 17, who attended the Blue Lake Centre Youth Leadership Seminars which were held in July and August 1987.

b. the youth leader participants selected from the following Alberta Provincial Youth Associations: Alberta Army Cadet League, Air Cadet League of Canada, Alberta Canadian Girls in Training, Alberta Region of YMCA's, Alberta Region of YWCA's, Boy Scouts of Canada, Boys and Girls Clubs of Alberta, Duke of Edinburgh Award in Canada, Junior Forest Wardens, and Navy League of Canada. Also, youth leaders from Austin O'Brien High School, Jasper Place High School and the County of Strathcona attended.

Limitations

The study was limited as follows:

a. The leadership assessment questionnaire used to collect data from the youth leaders was designed specifically for this study and had relied heavily on face validity.

b. The degree to which the sample represented the population of youth leaders from which they were selected.

c. This was a field study; thus there were variables which the author was not able to control.

d. The data analysis procedures required judgemental assessment by the investigator, introducing the inevitable possibility of investigator bias.

e. The use of self-report instruments limited the validity of the information provided that which is inherent in the use of such instruments, such as the ability and/or willingness of the subjects to provide accurate and precise responses.

Definition Of Terms

Blue Lake Centre Youth Leadership Seminar

The Blue Lake Centre Youth Leadership Seminar was the Provincial Youth Association leadership seminar sanctioned by the Volunteer Leadership Development Section, Alberta Recreation and Parks. The purpose of the seminar was to improve the leadership effectiveness of participants. The content of the seminar focused on interpersonal skills (communication skills, group theories, etc)., and on personal awareness (value clarification, self concept, personal goals, etc.) Activities included climbing, canoeing, orienteering, lectures, simulations, initiative tasks, video analysis, group tasks, guided imagery, journal writing, etc. This seminar was designed to reflect the principles, concepts, ideas, and techniques of the Wholistic Leadership Development Model. The mission statement, goals, and daily agenda of the Blue Lake Centre Youth Leadership Seminar are found in Chapter III and Appendix I.

Youth Leaders / Participants

The youth leaders/participants who attended the seminar were males and females between the ages of 14 and 17 inclusive, who were active in designated leadership positions within the following Alberta Provincial Youth Associations: Alberta Army Cadet League, Air Cadet League of Canada, Alberta Canadian Girls in Training, Alberta Region of YMCA's, Alberta Region of YWCA's, Boy Scouts of Canada, 4-H: Department of Agriculture, Girl Guides of Canada, Junior Forest wardens, and Navy League of Canada. Also youth leaders from Austin O'Brien High School, Jasper Place High School, and the County of Strathcona attended. Hereafter youth leaders may also be referred to as participants.

Leadership Effectiveness

In this study leadership effectiveness was assessed only through the self-perceptions of the youth leaders on the Leadership Assessment Questionnaire (see Appendix C). Leadership effectiveness is the result of an individual, a group, or an organization intentionally influencing the behaviors, attitudes, or values of individuals, groups, or organizations as determined and measured by how successful those individuals, groups, or organizations are in achieving their goals (Benson, 1987, p. 2). Outcomes and effectiveness may be measured by the leaders themselves, by their supervisors, by their followers and by their peers. The same outcome may be evaluated differently by the various groups (Benson, 1987, p. 2).

Action Planning

Action planning is the process of establishing and then following the specific steps that will lead to the achievement of goals. The intent of action planning is that individuals apply and transfer the knowledge, skills and information they learned in the leadership training program back to their specific leadership situations (Benson, 1987). The action planning session used at the youth leadership seminar is found in Appendix E.

Self-Esteem

Battle's Culture-Free Self-Esteem Inventory (see Appendix H) was used to measure participants total, general, personal and social self-perceptions. General self-esteem was the aspect of self-esteem which referred to the individual's overall general perceptions of his/her worth. Personal self-esteem was the aspect of self-esteem which referred to the individual's feelings of his/her self-worth. Social self-esteem was the aspect of self-esteem which referred to the individual's perceptions of interpersonal peer relationships (Battle, 1987).

Assumptions

It was assumed that the content and processes described were typical for both Blue Lake Centre Youth Leadership Seminars. It was further assumed that youth leaders who participated in the youth leadership seminars had various levels of leadership potential, capabilities and competencies because of previous biological, environmental and willful influences.

Significance Of The Study

This study was significant because leadership training is a current topic of interest for many disciplines including business, education, recreation, youth, volunteerism, sport, culture, government, etc. Many organizations offer leadership programs, however, few leadership training programs have a frame of reference from a documented model and theoretical base. Also, few leadership programs have attempted to assess the effects of the program immediately on participants return to their roles as leaders. Therefore, this study was significant because in one research inquiry it documented and described (1) the theoretical base of the leadership training program, (2) the content and processes of the leadership training program, and (3) the leadership training program's effects upon participants.

Wexley and Latham (1981, p. 235) declared, "There is a need for vigorous evaluation studies that examine the usefulness of individual training approaches as well as different combinations of training and development approaches." This study of the effects of a youth leadership seminar on participants and the description of the program content and the training methods used, will provide such information to researchers and practitioners who wish to assess and design leadership development programs. Although this study focused upon youth leadership training, some inferences may be possible to the broader context of leadership development.

This study was also felt to be methodologically significant because it employed the "thentest" to accommodate participants' response shift bias on a self-report instrument. The "thentest" measured the same variable and therefore provided a more accurate analysis of the effects of the youth leadership training seminar. This approach eliminated the response shift bias because the subjects used the same frame of reference on the thentest as they used on the posttest self-report instruments. Pretest and thentest scores were then compared to find out if the response shift bias took place.

Stages In The Study

This dissertation is organized into six parts. First, the related leadership literature is reviewed. Literature specifically related to training and development, youth leadership, self-esteem and to the question of transfer of training, goal setting and action planning is included. Next, the Wholistic Leadership Development Model and the Blue Lake Centre Youth Leadership Seminar are presented to show the theoretical base and the practical adaptation of the model. This is followed by a description of the methods and procedures used in this study. The fourth stage is comprised of the results and discussions. This is followed by a summary, methodological critique and recommendations. Finally, the dissertation closes with a reflections section. Also, the specific content and processes of the Blue Lake Centre Youth Leadership Seminar are reviewed in Appendix I.

II. REVIEW OF RELATED LITERATURE

Introduction

The intent of this chapter was to critically review the literature on youth leadership development. An initial overview of the leadership literature (Bass, 1981, Yukl, 1981) identified one substantial shortcoming (see Appendix B). This was that leadership theory did not focus on youth leadership training using an explicit youth leadership development model. All of the leadership theories were created or developed to work with adults. The enormous body of leadership theory and research had not offered much by way of models which could be usefully applied to developing youth leaders. It would not be until the 1980's (see p. 13) that explicit youth leadership training models would be published in the leadership literature. As well, a great deal of well intended and often successful youth leadership development programs were in existence which had not been empirically evaluated. If the programs were evaluated their content and processes were seldom clearly spelled out and usually were not linked to a coherent model of leadership development.

This literature review begins with a definition of the terms training and development. It attempts to discover if leadership training does in fact improve a leader's performance and does training youth in leadership skills transfer to enhance their leadership abilities in adulthood. Literature specific to youth leadership is then reviewed. Most of these studies were completed before the 1980's and did not involve youth leadership training programs. Next, youth leadership training programs and models are critically examined. Over 20 reviews highlight the goals, curriculum, processes, research results, etc.. These reviews are presented in the same descriptive analytical manner as the presentation of the Blue Lake Centre Youth Leadership Seminar (see p. 76 and Appendix I). Following this, the next section attempts to ascertain if self-esteem is a factor in youth's leadership development. The related literature concludes with a review of transfer of training, goal setting and action planning, and its impact on youth leadership development.

Leadership Training And Development

This section addresses three questions. The first is, "What is training and development?" The second is, "Does leadership training improve a person's leadership capabilities?" The third is, "Does training youth in leadership skills enhance their leadership abilities when they are adults?"

Often the words training and development have been used interchangeably in the leadership literature. Roberts (1981, p. 4) stated,

> Training encompasses specific activities which improve performance of the individual in the role presently occupied. Education includes those activities designed to improve the overall leadership competence of the individual beyond the role presently occupied. And, development includes those activities which encourages an interactionist environment which encourages grown in an ordered hierarchical sequence of increasing complexity.

Bass (1981, p. 575) distinguished between them in this way; "Management development usually refers to the total, long-term off-the-job educational development; supervisory training refers to shorter courses". Therefore, in this study, development was thought of as the gradual long-term change process taking months or years, and training was thought of as the immediate short-term change process requiring days or weeks.

Even though different definitions existed, Plowman (1981, p. 14) viewed leadership training as the way persons were prepared to assume positions of command in the armed forces, government, business and community affairs.

From their study, Bryson and Kelly (1978) believed that leaders progressed through stages in which the abilities and skills gained in one stage prepared the leader for new and bigger tasks, and responsibilities in later stages. Bryson and Kelly stated "A person learns to be a leader by serving as a leader, and a person is promoted to higher levels of leadership responsibilities based on past performances" (p. 553).

Sessoms and Stevenson (1981) also believed leadership development was a continuous process because jobs changed, people changed, technology changed, and the delivery systems changed. They declared, "The end result of all learning is behavior change, and the objective of leadership development is a more efficient achievement of an organization's goals through the optimal effort of its employees" (p. 206).

A more recent example of leadership research was reported by Zemke (1985). In 1979, a Honeywell study estimated that the Minneapolis-based multinational manufacturer of computers would grow from 75,000 to 150,000 employees by 1985. Their dilemma was how to turn 5,000 managers into 10,000 managers. Honeywell's original conclusions of how managers learn to be managers was the ratio of 80% job experience, 10% leadership, and 10% training. During the study, Honeywell researchers found that the more appropriate ratio was 50% through job experience, 20% through training programs, and 30% through relationships. Zemke (1985) emphasized "The finding that 20% of a manager's know-how comes from formal training is remarkable since the average manager spends less than 1% of his or her time in training" (p. 50).

Ralph and Stephan (1986) did a survey of the "Fortune 500" companies. They had a 56% response rate. One of the questions they asked concerned the offering of training programs. Thirty-seven percent of the respondents said their companies did not offer any executive training programs while 51% of the respondents said they did. However, for management and supervisory development, 90% of the companies offered training programs. When asked what percent of the total training effect could be described as technical training, the average response across all respondents was that 44% of the training was technical. This meant that 56% of executive, supervisory, and management training was of a non-technical nature.

Through the review of literature, tit was clear that leadership training programs and leadership research studies were designed to improve trainees' leadership abilities in a vast array of areas from achievement to assertiveness, from commitment to communications, from conflict resolution to job performance, from group team building to organizational effectiveness, and from judgement to empathy (Stogdill, 1974; Bass, 1981; Yukl, 1981; Wexley and Latham, 1981). As well, the author noted many leadership training programs had been created and offered to the military, government, corporations small business, universities, and volunteers. Foremost among the leadership training programs that were based on a specific leadership theory were Leader-Match based on Fiedler's Contingency Model, Hersey and Blanchard's Situational Leadership Training, and Blake and Mouton's Managerial Grid. Both Stogdill (1974) and Bass (1981) concluded that a person who took leadership training would improve as a leader. In his review of 3,000 leadership studies Stogdill (1974, p. 180) stated, "Results of research support that direct training in techniques of leadership result in improved effectiveness as a leader." Bass (1981), who carried on Stogdill's work and reviewed 5,000 leadership studies also concurred, "... studies have shown that direct training in the techniques of leadership tends to improve trainee's leadership and effectiveness in groups" (p. 569).

However, Huckaby and Sperling (1981) asked, "Do we have any empirical data that suggests a relationship between leadership among adults and leadership among children and youth?" (p. 20-21). In summarizing the research on the transfer of leadership from situation to situation and from adolescence to adulthood Bass (1981) noted that both Cowley (1928, 1931) and Bogardus (1928, 1931), "... observed that great leaders obtained their leadership first in one situation and then transferred that leadership to other similar situations and finally some gained sufficient esteem and experience to succeed as leaders in almost any situation they entered" (p. 477). Bass provided several examples of research (Clem and Dodge, 1933; Courtney, 1958; Levi, 1930; Page 1935; and Shannon, 1929) that determined that leadership in school and college was predictive of leadership later in life, in business activities and social activities. It was found that academic achievement was not as predictive of later leadership as was leadership involvement in extracurricular activities.

Schuh and Laverty (1983, p. 29) examined whether university students perceived that their involvement in leadership positions at university had a long-term, as much as 30 years later, lasting influence on their life activities and skills. Seventy-six former university student leaders from Indiana University, the University of Notre Dame and St. Mary's College, all from the State of Indiana; were asked to respond to questions about how their leadership experiences affected activities in their lives, such as career, marriage, family relationships, etc.; and how it affected their skills, such as supervision, budgeting, communications, etc.. Schuh and Laverty (1983) found that over 60% of the former students reported their leadership involvement had either a considerable or a tremendous influence in the skill areas of communications, teamwork, decision making, assertiveness, planning, organizing, budgeting, supervision and leadership. They also found no effect of leadership experiences of former university students on life activities, such as marriage, career choice, raising children, religious activities, etc.. Schuh and Laverty (1983) concluded, "What may be significant for growth and development is that students hold a leadership position, not where they hold them, because the nature of the institution seems to have little influence, if any, on the quality of the student leadership experience" (p. 31).

In summary, the research evidence supported the claim that explicit leadership training improved adults leadership effectiveness. The research evidence had also found that generally leadership is transferable; a leader in one situation will tend to emerge as a leader in another situation and the more similar the situations are the greater the likelihood that leadership transference will take place. As well, the research evidence also suggested that generally leadership in high school and college was a moderate predictor of leadership in adulthood, thus to some extent leadership transferred from adolescence to adulthood. Bass (1981) cautioned, however, "... knowledge of the [specific] facts related to the transferability of leadership is very meagre and obscure" (p. 66). In this section of the literature review one question that was omitted was, What evidence is there that leadership training for youths improves their leadership knowledge, behaviors, attitudes or skills? The next section will begin to address this question by examining youth leadership research.

Early Youth Leadership Research

The review of early youth leadership research highlighted the short coming that the pre-1980's studies dealt almost exclusively with determining the factors associated with youth leadership and ignored any training programs or models concerned with developing youth's leadership potential.

Bass (1981) acknowledged that some of the earliest research on leadership training was with youth in primary and secondary schools (Crouch, 1926; Hastings, 1926; Lavoy, 1928; Meyers, 1923; Nash, 1927; Thorndike, 1916). Bass (1981) also summarized some of the early youth leadership studies. In 1919, Fretwell studied a junior high school leadership club. He concluded that the experience provided the students the opportunity for initiative and leadership. Another early experimental study was done by Eichler and Merrill in 1933. The experimental group participated in discussions about leadership or were given lectures in leadership. The findings, although not statistically significant, showed that the experimental group improved more in leadership ratings than the control group did. In 1944, Thompson studied nursery school children and concluded the experimental group showed significant gains in leadership, ascendance and social participation because the teacher actively helped children adjust and took an active part in play. In 1942, McCandless studied boys in two cottages at a training school. Both had adult supervisors but the experimental cottage became self governing. At the beginning, based on sociometric ratings, popularity was highly correlated with dominance. In the experimental group four months later the dominant boys lost popularity. In the non-self governing control group the correlation between popularity and dominance did not change. In the early 1940's Zeleney focused on the leadership training process. In one study of teaching methods of sociology Zeleney found students in discussion classes gained more in dominance, sociability and knowledge of the subject than did students in recitation classes. In another study students thought that the instruction and practice of leadership techniques made the training interesting and it also helped them to adapt to the social demands made upon them.

Seidel (1989) also summarized several early youth leadership studies. She noted that in 1934 Partridge found boys aged 12-17 selected leaders who were more intelligent and homogeneous than the total population. Flemming (1935) tested girls in the ninth, tenth, and eleventh grades to determine if traits were related to ability to lead. The traits he found related to leading ability were entertaining, brilliant, culture-related and just.

Richardson (1984) in analyzing studies of adolescent leadership commented on the fact that there were many more studies of adult leadership than of adolescent leadership. She also noted that only three types of adolescent leaders were investigated. These were school leaders, informal clique leaders and elected leaders. School leaders were studied by Coleman (1961), DeHaan (1962), Friesen (1968) and Gordon (1957). Informal clique leaders were examined by Marks (1957). Elected leaders were studied by Jones (1958), Karasick (1968) and DeHaan (1962). Richardson (1984, p. 17) remarked that Jones, (1958); DeHaan, (1962); and Friesen, (1968) found that only friendliness and a pleasing personality were common to both boy and girl leaders. Richardson (1984, p. 17-18) also highlighted several other commonalities from the research inquiries. These were:

1. Ownership or access to a car was an important resource for male leaders (Coleman, 1961; DeHaan, 1961; Eve, 1975; Snyder, 1975; and Gordon, 1957).
2. Athletic ability was important for boys (Coleman, 1961; Gordon, 1957; Eve, 1975; and Snyder, 1975).
3. Receiving good grades and conformance to prevailing behavioral norms was perceived as an important characteristic of girl leaders (Coleman, 1961 and Gordon, 1957).

Richardson, (1981) also summarized several studies which investigated the relationship between the situation and adolescent leadership. She noted that Shears (1975) found evidence of both instrumental and expressive competencies as situational determinants of influence with groups of 15 year olds, but not with 13 year olds. However, Hannah (1979) found that both instrumental and expressive competecies were needed by leaders in task-maintenance situations.

Lastly, Hardy, Sack and Harpine (1973) and Hardy (1975) investigated the applicability of Fiedler's contingency model with adolescents and children. Both studies found that on a structured task high Least Preferred Coworkers leaders were more effective.

In summary, this review of early youth leadership research has pointed out that these pre-1980's studies dealt almost exclusively with youth leadership and not with training programs and models associated with youth leadership. To fill this gap in the literature, the next section is an examination of explicit youth leadership training programs and models.

Youth Leadership Training Programs

Introduction

This section of the literature review examines over twenty youth leadership training programs and models, most of which were initiated in the 1980's. From the information that was available this section attempts to describe the youth leadership training programs and models in relation to their component parts, including the name and location of the program; goals, objectives, or philosophy of the program; a description of participants and how they were selected to the program; a curriculum description; a description of the activities and processes of the program; results of any scientific research associated with the program; and an inclusion of any theory or model used for the foundation of the program.

The intention of using this format for critical examination was to outline in as much detail as was available from the sources, both the content and processes of the youth leadership training programs and models. This was the goal of this section because it was the same manner in which this descriptive case study sought to improve leadership training methods in presenting the Wholistic Leadership Development Model and the Blue Lake Centre Youth Leadership Training Seminar.

Of the over 20 dissertations, theses, journaled articles and non-refereed articles cited, ten involved a scientific research component, nine were based on youth leadership models and fifteen included a youth leadership training program. The cross reference of these three areas found that two reviews had both a youth leadership model and scientific research, while four reviews had scientific research and a youth leadership training program. Also, three other reviews had a youth leadership model and a youth leadership training program. Lastly, only three of the reviews combined a youth leadership model with a youth leadership training program and scientific research. These were Hynes, Feldhusen and Richardson (1978); Karnes, Meriweather and D'Ilio (1987); and Nichols (1985).

In preview, the concept of youth leadership training and development is not new. Seidel (1989, p. 62) reported that as far back as the 1930's Jones (1938) asserted that America needed a definite program of [youth] leadership selection and training. Yet it had only been in the 1980's that the attention started to focus on youth leadership training. Much of this was with gifted youth or in school settings. Several researchers created rating scales to screen youth for leadership training programs (Karnes, Meriweather, and D'Ilio, 1987; Roets, 1986). Also Karnes and Chauvin (1985) and Karnes, Meriweather and D'Ilio (1987) created a diagnostic instrument and accompanying activity manual of leadership skills training for youth. As well, other materials for elementary and secondary school youth leadership programs had been created (House, 1980; Gallagher, 1982; Sisk and Shallcorss, 1986; Richardson and Feldhusen, 1986; Roets, 1981; Parker, 1983).

The past decade of published youth leadership training program information has shown that most of the authors considered their programs successful leadership interventions. Most of the youth leadership training programs that included a scientific inquiry component provided evidence that youth improved in the leadership skills assessed in the research. The type of leadership experiences youth received ranged from sessions of one hour per week for 14 weeks to a 7 week intensive program. Instruction ranged from the classroom, to campus retreats, to camp immersion experiences, to mentoring, to on-the-job training. Many youth leadership training programs were based on a youth leadership training model; however, just as many were not. Many of the authors tried to share their enthusiasm and conviction about the importance of youth leadership training by attempting to describe the curriculum, content, and process of the program. In doing this, the authors implied the unstated hope was that readers would be able to use this information to improve their youth leadership training programs. This author also had that same hope and this was the rationale for including such a detailed description of the Blue Lake Centre Youth Leadership Training Program in this study (see Appendix I).

The preceding information provided evidence of the shortcoming in the youth leadership literature and the need for scientific studies which incorporated a youth leadership model with a youth leadership training program with scientific inquiry. Also a thorough review by the author of the scientific journals, Dissertation Abstracts International, ERIC and non-reffereed journals listed only three youth leadership case studies. This provided additional support for the need for this descriptive case study. The youth leadership reviews were presented in the chronological order of their publication dates.

Three Stage Youth Leadership Training Model

Hynes, Feldhusen and Richardson (1978) assessed their three stage youth leadership training model. The goal of the study was to teach students to be better leaders and members of high school vocational organizations. The specific training objectives were to teach students to improve their knowledge of leadership (via Stage 1 of each unit), apply their knowledge (via Stage 2 of each unit), and improve their leadership attitudes (via Stage 3 of each unit). Hynes, Feldhusen and Richardson stated, "Essentially, the three-stage model is designed to organize instruction so that it progresses from [more simple] types of learning, such as knowledge and comprehension to more complex learning, such as application, synthesis and evaluation" (p. 624). Thus, within each unit, instruction is organized hierarchically and therefore, progresses from mastery learning of basic information to more complex learning. The twelve instructional units were; introduction to leadership, planning and initiating, developing group goals, levels of leadership, skills of group leaders, personal characteristics, skills of a group member, developing cohesiveness, communication skills, group operations, and outcomes of leadership. Each instructional unit consisted of three stages. Stage one of each unit used self-instructional materials to teach basic information about a leadership topic. Brief lectures were presented by the teacher. Stage two of each unit had learners participate in group simulations designed to structure the application and synthesis of the basic leadership knowledge taught in stage one of each unit. In stage three learners completed individual projects designed to encourage personal involvement concerning what was learned from stages one and two of each unit. Hynes, Feldhusen and Richardson's (1978) study examined the cognitive, behavioral and attitudinal effects of the three-stage youth leadership training program. Their field test involved a total of 30 classrooms and included the use of 12 classrooms as a control with three training groups consisting of 6 classrooms per group. Each training group studied only four of the twelve instructional units. The results for stage one showed conclusively that students who studied the training materials knew more about leadership than students in the control group. A one-way analysis of variance indicated that the leadership training was effective in improving leadership knowledge as measured by a mastery test. The results for stage two did not support the hypothesis that leadership training would produce improved leadership behavior. Nor did the results for stage three show that the leadership training changed leadership attitudes. Leadership behavior was measured by both teacher ratings and self ratings. Leadership attitudes were measured by the Ideal Leader Behaviour Description Questionnaire (Hynes, Feldhusen and Richardson, 1978). They suggested the lack of change in leadership behaviour and attitudes may support Fiedler's notion that it is easier to change the leadership situation than it is to change the characteristics of the leader (p. 626).

Interdisciplinary Leadership Training Program

Gonsalves, Grimm and Welsh (1981) used the Interdisplinary Leadership Training Program in Oakland, California to increase students' social leadership skills. One hundred gifted seventh and eighth grade students were given the opportunity to learn decision making skills after school and then to practice the skills in a week long camp through the establishment of a mythical government. During the first three months of the program adults conducted after school meetings, semi-monthly workshops and lead interest groups focusing on political, media, social, welfare, environment, or education issues. Each interest group completed a special project for the group or school community. In preparation for the week long camp, students contributed program ideas for it, however, the camp co-ordinating director made the final decisions regarding staff, curriculum content and activities. During the camp students attended courses which challenged their academic skills in the areas of logic, math, science, history, art, and language. Activities included playing chess, using the campsite as a map and applying geography and map reading skills, writing original folk legends and presenting the story through the arts and crafts medium. Optional courses and activities included photography, water colour painting, fly tying, and a fishing trip.

For the research a pretest-posttest survey was completed which compared both the students' perceptions of their abilities and parents' perceptions of their children's abilities. Students and parents rated the degree of frequency in which the youth demonstrated 18 different social leadership characteristics from communication skills, self-discipline, and decision making to the ability to work with others. The quantitative results of the rating system were tallied but were inconclusive as far as discerning any differences between the pre and post survey results. However, qualitative written comments obtained from both parents and students indicated the leadership training program had a positive impact on students. Gonsalves, Grimm and Welsh (1981) also indicated further evidence of the success of the leadership program was demonstrated in daily school life with more program students seeking elected student council positions, taking journalism, entering academic and non-academic contests, trying out for school productions and improving grades.

High/Scope Summer Workshop For Teenagers

Hohmann, Hawker and Hohmann (1982) in their article presented only a description of the High/Scope Summer Workshop for Teenagers based in Mississippi. They stated the goal of the program was "... to help young people acquire leadership skills through group membership and co-operation" (p. 615). Since 1963 an international group of adolescents ranging in age from 12 to 17 years had been attending a seven week workshop in which participants and staff built a co-operative community that used the arts, sciences, and physical work as the aids for the development of socially meaningful groups. Activities did not take a lecture format but rather the staff set up materials and situations in which adolescents were responsible for the outcomes. Activity outcomes have included small groups creating dance routines, drawing blueprints, doing pottery, learning guitar chords, pouring a footing for a foundation, landscaping a hillside, repairing a haywagon, weeding corn, constructing a windmill, picking rocks, fixing up a volleyball court, picking strawberries and quilt making.

In order to form a cohesive community, communal singing, folk dancing and evening programs were initiated by staff but were eventually transferred to and led by adolescents. As an example, one evening program involved building boats and floating them across a pond with candles. Also, small groups of adolescents designed and presented opportunities in mime, orienteering, mobiles, theatre, games, and lei making. In summary, Hohmann, Hawker and Hohmann's (1982) fundamental belief about youth leadership training was, "... successful group development is essential to the development of leaders" (p. 613). The authors did not do any empirical research on the program.

Leadership Training Program For High School Students

Brechtel, Wright and Brechtel (1982) presented only a brief description of their program. It was the Leadership Training Program for High School Students in New Orleans, Louisiana. The goals of the program were to identify leadership styles; to relate leadership styles to the current role of student leaders; to improve the working relationships among student leaders, advisors and school administrators; to develop team building skills; and to plan and organize school activities. No empirical research was conducted on the program, however, Brechtel, Wright, and Brechtel (1982) indicated, "The responses to the seminar exceeded all expectations. The principals and counsellors were delighted with the idea and were more than co-operative. Their only request was that more students could have participated" (p. 30).

Blake And Mouton's Managerial Grid Training

In Escondido, California; Lamb and Buse (1983) modified Blake and Mouton's Managerial Grid Training to provide middle grade students an opportunity to participate in leadership training. Using Blake and Mouton's instruments pre and post measurements were completed by students. Lamb and Buse (1983, p. 23) reported that 55% of the students preferred the 9/9 leadership practices at the end of the Grid Training; an increase of 9%. Also, 25% of the students preferred the 1/1 leadership practices which was a 38% decrease from

63%. They also found evidence which suggested the students who gained the most in leadership scores also demonstrated the greatest gains in the academic achievement. Lamb and Buse concluded, "Because leadership training was made to permeate the academic curriculum, our students have become more powerful, more insightful, and more influential people" (p. 23). In their article no descriptive information about the program was available.

Fiedler's Leader-Match Training

Based on her literature review Richardson (1984) concluded, "Research on adolescents outside of school situations is almost non-existent" (p. 18). Even so, her study examined Leader-Match Training given to thirty high school basketball captains in the State of Washington. The Leader-Match training was administered to the experimental group over a six hour period through the use of lectures, discussions and slides. Each major concept was verbally presented, then a short episode or "probe" was given to test whether students understood the concept. Students also completed the Least Preferred Co-worker Scale, learned how to diagnose situational control, and learned methods to enable them to match their personal leadership style to the situation. The test results did not reach statistical significance but Richardson (1984) pointed out, "The perception of successful leadership is different depending on whether the observer is a leader, a follower, or an interested observer" (p. 56).

United Kingdom Junior Army Leadership Training

Lewis (1985) declared, "When young men enter the Junior Army after eleven years of compulsory education it is patently obvious that the vast majority have an impoverished repertoire of life and leadership skills. Above all else young people lack problem solving skills and this, combined with low self-esteem, results in poor self-confidence in situations which demand the use of initiative and enterprise" (p. 210). He went on to note that the aim of the Junior Leaders' Regiment was to develop the whole personality of the individual soldier and particularly to develop his potential for leadership. Lewis also believed that to develop life and leadership skills required the Junior Leaders' to learn three processes. These were; solution finding, results getting, and communication. Solution finding was required when obstacles were placed between the individual and the goal. It had four stages: realization and formulation, interpretation, action planning, action and control, and completion and review. No information was provided on the communication process. Lewis (1985) pointed out, "These processes were refined then tested. They proved to be a highly effective vehicle upon which future training could be based" (p. 213). No data was provided on how the program was evaluated. Also very little program description was included in the article with the exception that most of the work and training was done through small group processes with simulations and games used for experiential discovery.

King's Youth Leadership Training Program

Nichols (1985) examined King's youth leadership training program. The goal of the program was to teach youth with high leadership potential, the skills and concepts necessary to work for productive education in the school. The program operated as a daily class for grade seven, eight, and nine students in a south-central Los Angeles junior high school. Students in the program were selected by their peers through the use of a sociometric instrument. The instructional components of the program included direct teacher instruction and applied projects. Direct teacher instruction included skills in conflict resolution, problem solving, and studies of famous leaders. Applied projects included planning and implementing school wide campaigns, formal recommendations to teachers and/or administration regarding changes in school rules, establishing networks with other student groups, and school wide assemblies sponsored and/or co-sponsored by students in the leadership program.

The leadership program was divided into four units: self, classroom peers, campus network and school change. The intent of the self unit was to assist students to see themselves as change-agents noting the similarity of their personal qualities with those of public leaders. Students were shown a film of or given a presentation by a public leader. A group discussion then took place on how the public leader accomplished tasks, motivated others, etc.. Next, students were to rate their personal qualities and skills in relation to the public leaders. Following this students chose qualities and skills of the public leader they wished to acquire and the situations; such as clubs, church or community organizations, in which they would attempt to acquire them in. These were organized with sub-goals and a realistic time frame.

The classroom peers unit focused on students helping each other in the classroom. Because students were selected by their peers to be part of the Youth Leadership Training Program they were to plan as a group how they could use their leadership skills in specific classroom situations to help their classmates.

The campus network unit was designed to help students identify networks that could support class projects. First all campus organizations, such as clubs, gangs, teams, performing groups, etc. were identified. A discussion then ensued on how each group contributed to the school and how each group could be used to support any class projects. Lastly, class members who participated in the groups were identified.

The school change unit focused on the realities of the school organization the students were operating in. The value of rules was discussed then students developed a list of rules and policies to govern an ideal school. Next, the pros and cons of each rule were discussed and compared to the rules of the present school. Lastly, students identified any rule or policy changes they wanted to work towards.

For his research Nichols (1985) divided 80 students into three groups; two experimental and one control. Pre and post tests measured student's perceived control within the school, self-esteem specific to school, and leadership skillfulness. Nichols (1985, p. 131) concluded the program did not produce a general increase in perceived control or self-esteem but that leadership skills improved for new students. The leadership skill instrument involved seven scenarios in which a student was involved in conflict with another individual from his or her "social sphere." For each scenario, five potential solutions were presented which represented a range of actual circumstances students may have faced in their daily lives. A further important note of this study was that Nichols (1985,) provided a detailed month-by-month process observation account of the program to show the "flavor of the routine program procedures" (pp. 77-79).

Passow's Review

Passow (1985) reviewed two youth leadership training programs. One was the Dade County Student Leadership Development in which 11th and 12th grade students were assigned as "executive assistants" for 18 weeks to various leaders in industry, communications, government and public services. They also spent one full day every two weeks attending seminars in leadership development. Another internship program was New Jersey's Project Odyssey. A group of four high school districts provided leadership training enabling students to look at a variety of leaders in different real-life situations. As with many of the articles, Passow provided very few details about the leadership programs.

The Leadership Studies Program

Karnes, Meriweather and D'Ilio (1987, p. 239) said the Leadership Studies Program in Mississippi was developed "... following a national survey initiated in 1981 which revealed a paucity of instructional materials; and organized, sequential and structured school programs designed primarily to educate youth for leadership roles ...". The major purpose of the program was to provide the opportunity for students to obtain the skills and knowledge necessary for their growth in leadership development. They developed the Leadership Skills Inventory which formed the curriculum for the Leadership Studies Program. Its structure was both diagnostic and prescriptive because students engaged in instructional activities based specifically on their area of need. The inventory had the following nine skill areas: fundamentals of leadership, written communication, speech communication, group dynamics, problem solving, values clarification, personal skills, decision making and planning. The program started with fundamentals of leadership in which students were presented with actual problem situations and asked how they would solve the problems. The analysis then helped students understand their leadership style. Decision making had students discuss places they would go to gather facts, weigh the facts, and places where accurate and up-to-date information could be located. For group dynamics students would prepare and lead a topic for group discussion. In the personal skills students were required to make a list of strengths, rank the strengths and discuss how each strength made them better leaders. Planning had students brainstorm suggestions for meeting deadlines and the leader's responsibility for meeting deadlines. After all the training activities were completed students created their own "Plan for Leadership."

Karnes, Meriweather and D'Ilio (1987) studied a total of 111 students in grades six through twelve; 46 in 1985 and 65 in 1986. They were recommended to the leadership program by school personnel. The research design comprised a one group pretest/posttest format using two groups to assure the replicability of the study. T-tests completed on the pre and post means of all nine subscales of the Leadership Skills Inventory were significant at the $p<.01$ level. Karnes, Meriweather and D'Ilio (1987) concluded, "Of the few existing projects training youth, none are based on the review of literature which employed a systematic, diagnostic/prescriptive approach with pre-post evaluation" (p. 241).

The Leadership Experience

In her article Milosevich (1988) only described the Leadership Experience which took place near Lubbock, Texas. The goal of the leadership event was to assist junior high students to develop the knowledge and skills of effective leaders which could not be acquired in the regular classroom. Twenty gifted students were nominated by school personnel and parents to attend a three day weekend camp. The camp was centered around two distinct components. The first component was the "Study of Leadership" which was critical and necessary for effective leadership. This included self-confidence, personal responsibility, communication, and team building. The second component was a "Challenge Course" made up of "initiatives" which were problem solving activities solved by using the entire physical and mental resources of the group, thereby requiring communication, co-operation, decision making, and commitment.

Chronologically, the weekend started with the icebreakers of human knots and a tinkertoys game. It then progressed to lectures on communication with emphasis on body language, listening and speaking. This was followed by group discussions about the characteristics of followers and leaders. The "Challenge Course" included trust falls and the following initiatives: electric fence, cable walk, roller spool, and all aboard. When it was finished the "Challenge Course" was debriefed. Other sessions included discussions about "The Whole Leader" and creativity. A highlight of the camp was a two mile hike to a waterfall. Milosevich (1988) did not do any scientific inquiry about the leadership event.

Emerging Classroom Leadership Study

Hambach (1988) designed an experiment to investigate the characteristics of emerging leaders in leaderless groups. His study used fifth grade gifted students which were divided into five informal, leaderless groups of seven to ten students each. Each group participated in one activity each day for one hour until they had rotated through all four activities. In activity number one students completed the Leadership Peer Observation Questionnaire to determine what they though about others in their groups in regard to leadership skills. String along was the second activity. Without talking and while keeping both of their hands on the rope at all times the group had to form the string into various shapes including a square, triangle, pentagon, high and low shapes, wiggley shapes, etc.. This activity was debriefed focusing on the students' feelings, leadership, and decision making. For the activity three students read a situation about a stagecoach and its riders being stranded in the Arizona desert one-hundred years ago. From a list of 18 items given as stagecoach supplies the group of students had to decide which three items were most crucial for their survival. The activity was also debriefed in a similar fashion as the first two activities were. In the last activity, each student composed a definition of leadership and shared it during a group discussion.

Hambach's (1988) findings suggested that students who talked the most during each weekly session emerged as leaders in the verbal activity; in most cases, were also the leaders in the nonverbal activities; and were the same students picked by their peers as being the best in the group at certain activities.

Leadership Training For The Future Program

Up to this point the literature review had examined youth leadership training programs which trained youth to deal with today's immediate situations. Rosselli (1988) was the first to assert, "Leadership for the future involves more than an examination of successful leaders in the past or present situations involving Student Council activities. Issues larger than the schoolyard are the ones that future leaders will influence and be influenced by" (p. 14). Thus the Leadership Training for the Future Program in Florida was initiated with the goal of using a concept/issue based curriculum integrated with commonly used training activities for students. Forty high school and 40 middle school students who demonstrated leadership potential through academic, community, and personal accomplishments were selected to attend the two week program held during the summer.

The program used a thematic approach to blend issues and leadership skill development with an emphasis on the future. Each summer the issue focus changed. At the beginning of this particular program students created individual lists of ten major issues related to urban growth. This eventually resulted in some students developing a synchronized slide show about urbanization. Other students did a video interview of local Guardian Angels. Still others created a radio script based on noise pollution and garbage disposal.

Another part of the summer program was titled "The Shadowing Experience." In it students were carefully teamed up with community leaders in the students' areas of interest. The student would then spend the entire day with their leader attending meetings, working with his or her colleagues, and conversing. Some experiences for the students' included observation of open heart surgery, attending a staff meeting with a university president, and observing a multi-million dollar dispute over a sewage hook-up in a housing community.

Part of the summer program also included community action projects. Some projects involved cleaning up the garbage from an interstate exit, planting trees, and fixing up buildings.

Another part of the program was comprised of informal committees that students selected to join which produced products that benefitted the group. These committee endeavors required decision making, perseverance, individual roles and responsibilities, and effective group co-operation under time constraints. Some committees formed around a beach picnic, a dance, t-shirts, a scrapbook, and an open house. As well, a simulation experience was incorporated into the program. It was based on a real-life happening about saving a local cigar company from shutting down and laying off seven-hundred employees.

Although systematic research was not undertaken, Rosselli (1988) concluded, "The Leadership Training for the Future Program was proven successful in helping students with leadership ability prepare for a journey in which their ideas and actions will influence our lives as well as the lives of generations to come" (p. 16).

Jamestown Leadership Experience

Junior high school students from Ventura, California took part in a one day immersion experience which blended leadership development activities with history and geography to re-enact the colonial settlement of Jamestown, Virginia. Gosfield (1988) noted that classroom participation began with a historical account of the Jamestown colony plus a discussion about leadership qualities with students also surveying their own leadership abilities. Students determined what they thought the English settlers first brought to Jamestown and then compared their list to an actual historical list of supplies. To try to relive the experience historically students determined what should actually be brought to the Beaver Camp. Gosfield thought the camp was ideal for this type of re-enactment, immersion experience because it had no flush toilets or electricity, and drinking water had to be carried in.

Upon arrival at the camp students completed a predetermined 10 point inventory of resources available just like the early colonists would have done when they came ashore in Virginia. The inventory covered water, look out points, a community meeting place, settlement rules, a map of the area, etc.. Teachers did not tell students what to do but those who began organizing were rewarded with survival points. At lunch time students determined the type of decision making procedures they would use for the rest of the day. After this students were divided into smaller groups and camp sites were set up with each group creating a symbol to identify themselves. During this time students were interrupted and called to the community meeting place. Here it was emphasized that the campsites were scattered too far apart, making it difficult to communicate in the event of an emergency. The students were also told by the teachers that "invaders" were nearby. To counteract these two problems Gosfield (1988) commented that students usually established a runner system with each group contacting the next campsite. Later in the afternoon the communication system was tested to find out how long it took to send a message to all campsites. Next, by prior agreement, a teacher and a student went into hiding. The alarm was sounded and a search ensued. If not found by a predetermined time they would appear. Close behind this an "invader", another teacher, appeared in costume and demanded tribute. Students were allowed 20 questions to determine the tribute and produce it. After this activity the evening meal was prepared by students. To conclude the day and the immersion experience, evening entertainment was provided by the students. Upon returning to the classroom the final activity was a debriefing of the Jamestown experience.

Research was not conducted on the experience but Gosfield (1988) claimed it was a highlight for students and "... the students gained in leadership experience and they also appreciated people in history" (p. 45).

Leadership: A Skills Training Program

"Lead yourself; lead others." was the philosophy statement of Roet's (1988, p. 39) leadership training program. It was designed to incorporate leadership training into the classroom. There were four components to Roet's (1988) program. These were people of achievement, the language of leadership, project planning, and debate and discussion. The "People of Achievement" unit used the case study method to examine inventors, government leaders, writers and promoters of causes. In the unit titled "Language of Leadership" verbal and nonverbal communication skills including body language, social phrases, facial expressions and voice tone were practiced along with public speaking and writing skills. "Project Planning" analyzed a project using an overview, delegation of tasks, flow charts, supplies, sequencing of events, and judging whether to reject or complete the project. The last unit was about "Debate and Discussion." It included the techniques of paraphrasing, attentive listening, effective questioning, problem solving, and persuasion.

In her article Roet's (1988) did not cite any research about her leadership training program. However, Roet's outlined a two step plan of how to introduce leadership training into the classroom. Step one was preliminary planning which had five sub-steps;

1. Decide upon the necessity of teaching leadership.
2. Plan how leadership will be incorporated into the curriculum.
3. Select a leadership training program.
4. Inservice all faculty on program implementation procedures.
5. Decide on a method of student selection.

Step Two was implementation and it also had five sub-steps;

1. The first session is scheduled.

2. Teach the first training session.
3. Analyze the first training session.
4. Conduct the subsequent sessions.
5. Publicly recognize leadership training for students. (pp. 39-41).

For Roet's (1988, p. 39) the key was, "A decision that leadership training is essential to students in the school district must be made."

Program Leadership

Sheperd and Carson (1988) reported that since 1980 the Summer Enrichment Program for talented and gifted youth in grades six through nine had been held at the University of Oregon. Each summer 450 students have participated in one of two, 2 week long residential programs designed to expand and enhance their physical, social, and emotional needs. Students select five academic classes from approximately 65 subjects in the sciences and arts. Sheperd and Carson (1988) reported that Program Leadership was added in 1988 to respond to the needs of students too old to return to the Summer Enrichment Program.

The goal of Program Leadership was to provide students, who were already leaders among their peers an opportunity to practice and develop hands-on leadership skills by working with younger students in the Summer Enrichment Program while being supervised in a supportive environment. Program Leadership was founded on Karnes and Chauvin's (1985) Leadership Skills Inventory. Fifteen former students participated as junior counsellors for each of the two-week sessions. In the morning they attended a leadership development course while in the afternoon and evening they were teamed up with college-aged senior counsellors in the supervision of the middle school students in the Summer Enrichment Program. The junior counsellors assisted in supervising students during recreation times, and in the planning and implementing evening activities which included sports, arts, crafts, and discussion activities. Usually each junior counsellor had a one-to-one pairing with a senior counsellor. Because Program Leadership was using Karnes and Chauvin's (1985) Leadership Skills Inventory each junior counsellor was required to identify a problem in the Summer Enrichment Program and then to use problem solving skills to find a solution to it.

No empirical findings were reported in the article but Sheperd and Carson (1988) indicated, "Response to the 1988 Program Leadership from the administration, the counsellors and the students has been overwhelmingly positive" (p. 1).

Punxsutawney Pennsylvania School District Leadership Program

The goal of the school district leadership program described by Praise and Culp (1988) in their article was to enhance students' leadership abilities by having them involved in situations in which they learned and practiced small group dynamics process skills. Twenty-nine gifted grade nine through twelve students met one hour each week for 14 weeks. At the start class discussion and activities aided the students in understanding the concept of leadership. The Circle in the Square activity was completed and then debriefed in relation to power and cooperation in problem solving, what winning and losing meant, and communication as it related to leadership. The Johari Window was utilized to present the concept of self-disclosure and feedback. Another topic was verbal and nonverbal communication using practice, role playing, and video analysis to learn active listening and I-messages. The last three weekly sessions were comprised of an activity in which the students could practice all the skills covered in the first 11 sessions. For this activity students were divided into observers, employers, and employees. They were given background information and then solved a problem. Lastly, students debriefed the activity evaluating their use of the leadership skills.

An evaluation was not done on the program but Praise and Culp (1988) noted it was "...regarded as a success by its coordinators..." (p. 48).

Three Week Summer Leadership Program

Schack (1988) conducted her study on a three week long summer leadership program for 50 gifted 11 to 16 year olds. Three leadership instruments were administered to the students at the beginning and at the end of the leadership program. These were the Leadership Skills Inventory (Karnes and Chauvin, 1985), the Leadership Scale from the Scale for Rating the Behavioral Characteristics of Superior Students (Renzulli, Smith, White, Callahan and Hartman, 1976) and the leadership scale from the High School Personality Questionnaire (Cattell, Cattell and Johns, 1984). Significant increases were found for both sessions and Schack (1988, p. 20) concluded, "... students left with significantly greater leadership abilities than when they came." No evidence was found of any correlation between any of the three leadership instruments and personality type as measured by either the Myers-Briggs (1962) or the Gregorc (1982). Schack (1988) claimed, "This suggests that no one personality type has cornered the market on leadership. It is nice to know that it is possible for all, in their own ways, to become better leaders" (p. 22).

Schack (1988) also provided a brief overview of each of the program's activities. These were comprised of the name game, a values auction with a debriefing, two films on values, group story telling, a mystery game to learn about cooperation, a fishbowl in which students received feedback on their behavior in the group, role playing situations, a "survival in the rockies" structured experience in which students had to choose 50 pounds of equipment from a list of 20 items so they could go on a three day hike through the wilderness to reach safety, creative problem solving techniques, and a second structured experience named "straw tower" in which students had 10 minutes to plan and 20 minutes to build a five foot tower using only masking tape and plastic straws.

Chevron / Mayoral Fellowship Program

A $25,000 grant from the Chevron Corporation was used to create and implement a gifted youth leadership development program in New Orleans, Louisiana. Charitat (1988) indicated the main objective of the leadership program was "... to define leadership development in terms of the most practical and beneficial use of the grant" (p. 18). To achieve this, criteria for student selection were determined and an evaluation component was created which would provide students with a "professional critique" of their leadership abilities. Thirty gifted high school students participated in the leadership program which operated for eight weeks during July and August. Participants earned five dollars an hour and completed 20 hours of service per week for a total cost of $800 per student. Students selected for the leadership program had to have a 3.0 grade point average and a positive recommendation from a school administrator or counsellor. Selected students were assigned jobs most closely suited to their individual skills, interests, and career ambitions. Students worked as office secretaries and receptionists, research assistants, community liasons with neighborhood organizations, and park and parkway beautification planners. Some of the work environments students were placed in were the offices of the Mayor, City Council, City Attorney, Department of Welfare, Greater New Orleans Tourist Commission, Department of Streets, City Library, Department of Finance, and the Police Department. None of the students were assigned to supervisory positions over civil servants.

Charitat (1988) also pointed out that at the start of the leadership program "... desirous ingredients of a good leadership development program ..." were agreed upon (p. 81). These ingredients were excellent role models dedicated to their professions, hands-on assignments which afforded students opportunities to accept challenges and responsibilities, and lastly, honest and professional evaluation of students' performances.

The evaluation process was comprised of four activities. The first evaluation process had the students, the planning team and the evaluation team meet weekly. At this meeting students made evaluations of the offices where they worked and proposed solutions to any problems raised. In the second evaluation process the evaluation team members visited five assigned students once every two weeks in the students' workplaces. The purpose of this visit was to observe each student's performance and discuss any problems. The third process in the evaluation required the evaluators to prepare a written report on each student at the end of the leadership program. The fourth evaluation process required the evaluation team to meet with the planning team every two weeks to recommend modifications to the program.

The evaluation procedures of the Chevron/Mayoral Fellowship Program were emphasized in the preceding paragraphs in order to highlight both of Charitat's (1988) following statements. Charitat (1988) asserted, "The best measures of leadership development, then, were the suggestions they [students] made for improvement, the efficiency with which they performed their assigned tasks, and their responses to evaluator's and supervisor's critical assessments of their performances." Charitat (1988) concluded, "Applying these later standards in the final evaluation of the students and the program as a whole, the overall success of the Chevron/Mayoral Fellowship Program is undeniable" (p. 19). The evaluation team unanimously recommended continuation and expansion of the program.

Governor's School Community Leadership Project

Mertens (1988) evaluated Washington State's Governor's School Community Leadership Project in which senior high students attended a four week summer leadership program at the Seattle University campus. The goals of the program were:

1. To teach young people to critically value the democratic experiment.
2. To provide a balanced introduction to four public policy areas and choices facing America.
3. To provide practical training for enhancing interpersonal effectiveness and group leadership skills.
4. To develop and advance an innovative model of civic education by integrating cognitive and affective learning styles through experiential education and mentoring.
5. To restore fun to learning. (Mertens, 1988, p. 29).

Mertens reported "... the program was aimed at young people in an effort to help students see themselves as capable of making a difference in the world" (p. 26). To recruit students all public and private high schools in the State of Washington were mailed information brochures and application forms. The selection of students to the leadership program was based solely on their application responses showing if they were interested in learning how to find creative solutions to the world's problems.

The leadership project involved two phases; the four week summer institute and the community service project. Activities during each of the four weeks in the summer institute revolved around specific themes in which critical thinking skills, operational skills, and leadership skills were intertwined. Week one centered on local issues about the future of Puget Sound. Interrelationships among such factors as jobs, potential technological advances, and the environment were discussed and studied. During week two the condition of Washington's economic health was focused on with activities which examined the relationship to the Pacific Rim, the changing economic climate, requirements for leadership, preparation for the future, and economic interdependence with trading partners. In the third week such topics as the meaning of America as a democratic experiment, current social policies in relation to how the United States citizenry defines a common purpose and maintains cohesion were discussed. Week four's discussions included the topic of global interdependence and the problems of war, tyranny, and injustice. Also during this final week of the summer leadership project students formulated a community service project which they believed could be accomplished in the 1986-87 school year. This would become the phase two community service project. To assist them students were asked to reflect on the issues addressed during the summer and then select a project they felt would positively impact their own communities.

Mertens (1988, p. 31) also summarized a final evaluation of the summer institute conducted by Burke in 1986. Students were asked to indicate whether or not they felt the stated goals of the summer institute had been achieved. Sixty-nine percent of the students felt strongly that the goals had been achieved. Twenty-six percent moderately agreed and four percent slightly agreed.

The first objective of Mertens' (1988) research "... was to determine how many community service projects were completed by students with mentors and by students without mentors" (p. 5). Of the 98 students who attended the 1986 summer institute 40 were linked with an adult mentor to assist them with their community service project. Mertens' (1988, p. 62) findings showed that 90% of the students who were mentored completed their community service projects while only 35% of the students without mentors completed their projects. Mertens (1988, pp. 47-51) documented examples of some of the kinds of community service projects carried out by students; food for the hungry (food bank, food drives), school service clubs (latch key club, safe rides program, students against drinking and driving), peer help for youth at risk (tutoring, counselling, a booklet published, weekly radio show), and community, nation and world (cancer research benefit, a rape brochure, international relations, world peace club).

Another objective of Mertens' study was to determine both students' and mentors' perceptions of characteristics of successful projects. Part of this objective was to assess how students benefitted by participating in the experience. Mertens reported that both mentors and students agreed that students benefitted in understanding other people, increased in self-confidence, and gained in communication and networking skills, Mertens cited other studies (Daniel and Cox, 1985; Edlind and Haenshy, 1985) which noted similar benefits. Mertens' (1988) research had several other objectives related to mentoring but these were not pertinent to this study.

In concluding her study Mertens stated, "If further studies reinforce this theory, the importance of leadership projects which give students the chance to take the initiative by creating a project specific to community needs cannot be underestimated" (p. 86).

Maximizing Adolescent Potentials Program

Fertman and Long (1990) began the description of their youth leadership program with this opening remark, "In talking to high school students about leadership, it becomes clear that many do not see themselves as having the capacity to lead" (p. 391). Thus, in 1983 the University of Pittsburgh initiated the Maximizing Adolescent Potentials Program by collaborating with school counsellors to create a summer leadership training program for eighth and ninth graders who may not have perceived themselves as leaders. The underlying assumptions of the leadership program were that "all students have leadership potential" and "leadership opportunities" are available for most adolescents. Fertman and Long (1990) stated that family, community and school provided adolescents with situations to be leaders in.

The criteria for selection to the leadership program were that students did not currently occupy leadership positions in the school, or they were not perceived as leaders by their classroom teachers and parents. As many as 20 students at a time from the same school took part in an intensive five day leadership workshop which was followed by a year long series of one day "booster" sessions.

The five day leadership workshop focused on two goals. The first goal was to help students become aware of the leadership knowledge and skills which they already possessed. The second goal was to help students become aware of the situations and activities they were already leaders in.

The five day program centered around a series of structured exercises and activities which incorporated leadership awareness, communication, decision making, stress management, and assertiveness. The program started by having students participate in low risk activities, such as completing checklists for leadership skills, listening to short lectures about leadership, and watching films about effective models of leadership. Next, students were provided with a list of leadership tasks which they could do. Suggestions to help students move from leadership knowledge to leadership actions included picking up litter, talking to a new student, and talking to a neighbour. The final program activity had students progress to a higher risk leadership situation by making a luncheon presentation attended by school administrators. Part of the five day program also had students prepare personal leadership plans they could work on in the school during the one day follow-up "booster" sessions. The "booster" sessions combined students from different schools who had attended their own Maximizing Adolescent Potentials Program. The one day sessions reviewed a single leadership skill, such as communication or stress management, and/or introduced a new leadership skill, such as leading a meeting, team building, or problem solving.

To evaluate the impact of the leadership program a sample of 58 of the total 160 eighth and ninth grade students who participated in the program during the 1986-87 academic year were interviewed. A questionnaire was designed to assess students' leadership knowledge, attitudes, and behaviors in school, community, and family activities. The questionnaire was administered on a pretest, a posttest, and a second posttest four months later schedule. The final posttest showed that students gained in leadership knowledge and attitudes immediately upon completion of the five day summer leadership program and those gains did not diminish by the time of the second posttest. The mean score on the leadership knowledge pretest was 20%, whereas, it rose to 80% on the first posttest, and remained there on the second posttest four months later. On the leadership actions pretest most of the adolescents were unable to record any leadership actions they did in the preceding month in school, family, or community situations. By the second posttest students were able to recognize and list an average of three leadership situations in which they demonstrated leadership actions.

Based on the evidence, Fertman and Long (1990) concluded, "The key to the success of the current program is its emphasis on student's awareness and use of their skills in already existing situations" (p. 396). To accomplish this Fertman and Long (1990) asserted, "We have found that it is more important to help students develop their own plans of how they will incorporate the program information and skills into their lives" (p. 395).

Teachers' Perceptions Of Leadership Development

Karnes and Meriweather (1989) undertook a study to determine how teachers of the gifted responded to ten commonly asked questions on leadership. Ten males and 38 females responded to the questionnaire which was distributed at a national conference. Only three of the questions were relevant to this study and therefore they were only highlighted.

One question asked teachers if they had any training in the development of leadership concepts and skills. Forty-eight percent of the teachers responded they had not received any training in leadership development. Twenty-two percent of the teachers indicated the most common way they learned about instruction in leadership development was through attending workshops and leadership training programs. Seven percent of the teachers noted their knowledge about instruction in leadership was obtained through college and university courses. Another 7% of teachers acquired this information in studies about communication skills. Lastly, instruction in leadership development was obtained by 6% of the teachers via college courses in administration and counsellor training.

Teachers were then asked how they trained students in their classrooms for leadership concepts and skills. Twenty-three percent reported they provided students opportunities to lead small and large group activities in their classrooms. Another 21% of teachers responded that they provided a variety of leadership activities and also encouraged leadership. Seven percent said they gave students leadership opportunities through assigning a variety of responsibilities, such as classroom helpers. Lastly, communication activities, including discussion and debate, and the observation of leaders were each reported by four percent of the teachers.

When asked what the barriers to leadership development for youth were 12% of the teachers thought it was peer pressure towards sameness. This was followed by 11% of the teachers who believed adults lacked faith in youth. Another 11%t of the teachers thought this resulted in over-supervision of youth, lack of opportunities for leadership, and lack of encouragement. Eight percent of the teachers also stated that lack of self-confidence in youth was a barrier. In addition other barriers included 6% for large classrooms, 5% for a lack of leadership training, and a last 5% for lack of maturity and training. Karnes and Meriweather (1989) concluded, "These data, coupled with the current and impending need for leadership in American society indicate a critical need to give leadership education for youth a high priority" (p. 52).

Section Summary

In this review the authors always claimed anecdotal success for their programs. Beyond their enthusiasm asserting the importance and need for youth leadership development a fundamental question the preceding authors did not address was; Which specific elements of the youth leadership training programs did participants perceive as helping them to improve their leadership abilities? This question must be answered by youth because it is their perception of their own leadership knowledge and skills that researchers are trying to enhance. Of the over 20 youth leadership programs and models reviewed in this section none addressed that question. Only one, Quick (1988) asked a similar fundamental question, "What is a successful leadership intervention or educational experience?" (p. 148). What the author of this study assumed was that the curriculum and the activities of the preceding reviews must have been what those authors considered essential components for a "successful leadership intervention." Quick (1988) also agreed stating, "... we don't know anything more about what in that [leadership experience] setting was attractive or useful to them [youth]. A study of such an intervention itself is the focus of additional and much needed research" (p. 138). This study attempted to isolate both the content and process factors of the Blue Lake Centre Youth Leadership Training Seminar that contributed to youths' leadership effectiveness and personal change. Anthony-Gonzalez and Frutak (1981) in their article about the evaluation of leadership programs cautioned, "Leadership skills, attitudes and knowledge are acquired over a period of time and are generated from a number of sources. It is difficult to develop a methodology which will isolate the learning derived from a given leadership program" (p. 188). Lastly, one of the research questions in this study dealt with youth leaders self-concept and self-esteem. The following section represents a critical overview of this literature.

Self-Esteem

Phenomenologists or "self-theorists" stressed subjective perception in which people reacted to the world in terms of their unique perceptions of it. They concluded that perception was the most important variable determining behavior. This author agreed in part with this notion and had linked this idea of "self" development with "work and people skills" development in leadership training (see p. 51). This was part of the reason for including self-concept and self-esteem in this study; to assess if a leadership training program altered participants' self-esteem. Muller and Leontti (1974) defined self-concept as "... the self-description the individual provides of himself" (p. 5). If self-concept was how we described ourselves, then self-esteem was how we felt about ourselves. Battle (1981) indicated, "Self-esteem refers to the perception the individual possesses of his own self-worth" (p. 14).

Bass (1981) in review of 16 leadership studies on this topic concluded, "The general trend of these studies suggests that leaders rate higher than their followers in self-confidence and self-esteem" (p. 58). Most of the studies Bass (1981) cited assessed the correlation relationship between leaders and self-esteem, and not self-esteem change as an outcome variable of a leadership training program. Although self-concept tended to be fairly stable and resistant to change (Battle, 1982, p. 23) little, if any, research had been done in determining if self-concept and/or self-esteem changed because of participation in a leadership training program. Because of the previously cited correlation between self-esteem and leading, the presupposition for addressing this variable was that if a person increased in self-concept and/or self-esteem this would hopefully transfer to an increase in a person's leadership performance.

The second reason for assessing the self-concept/self-esteem variable in this study was that the subjects were adolescents aged 14 to 17 years inclusive. Desjarlais and Rackaukus (1986, p. 1) noted the word "adolescence" derived from the Latin verb "adolescere" and meant "to grow up." The adolescent period between childhood and adulthood is a major physical, emotional, cognitive and spiritual maturation and transition phase for humans. In this time of development many changes are happening to youth. Their bodies are chemically, hormonally and structurally evolving. They are experiencing new feelings and thinking new thoughts. Socially, their culture is placing new demands on them concerning accepted and tolerated standards of conduct. They are becoming something else and yet they have not reached that end state. Throughout it all they are trying to make meaning and sense of these many changes. Although thorough reviews of adolescent development have been completed by Desjarlais and Rackaukus (1986) and Mitchell (1986) this section only concerned itself with the notion of adolescent self-concept and self-esteem.

Erickson (1985, p. 72) in his eight-stage cycle of human evolution considered identity development to be the central theme of the adolescent stage. This was because youth attempted to synthesize all the things they learned from their childhood with all the emerging responsibilities of adulthood into a coherent framework of identity, self-concept and personhood to prepare them for the future. Over the last century the terms self-concept, self-esteem, self-importance and identity have been used interchangeably by the experts with each author providing a slightly different nuance to these constructs (Carothers and Gaston, 1978; Coleman, 1964; Combs, 1978; Combs, Avila and Purkey, 1978; Cooley, 1902; Coopersmith, 1967; Ewert, 1982; Festinger, 1957; Fitts, 1955; Haas and Mathe, 1965; James, 1904; Kagan and Moss, 1969; Maslow, 1978; Mead, 1934; McDonald, 1965; McMillan, 1977; Popenow, 1974; Rogers, 1964). With self-description being the principle element of defining self-concept Byrne (1974) expanded the definition, "The self-concept may be defined simply as the total collection of attitudes, judgements, and values which an individual holds with respect to his behavior, his ability, his body, his worth as a person, in short how he perceives and evaluates himself" (p. 271).

As youth mature they create their personhood and their identify of self. Mitchell (1986) stated," Identity cannot be separated from self-importance, and, as a rule, self-importance is the connective tissue which bends competence, self-esteem and integrity" (p. 31). Several authors (Battle, 1987; Brandon, 1969; and Maslow, 1978) agreed that self-esteem was a fundamental human need which all people strove to develop and maintain. This was because self-esteem affected people physically, emotionally, cognitively and spiritually. As well, self-esteem had a great influence on peoples' social relationships, patterns of behavior, and in many instances their development as leaders. Desjarlais and Rackaukus (1986, pp. 111-115) in their seminal review and synthesis on almost every aspect of adolescent research, concluded the following trends of typical adolescent behavior emerged:

1. A major task of adolescence is the re-evaluation and re-definition of the self-concept.
2. The self-concept is learned through interaction of the interpersonal and objective environment. It is a complex of many views of oneself. The individual during adolescence becomes especially observant of his intellectual competence, physical attractiveness, physical skills, social attractiveness, self identification, leadership and moral qualities, and sense of humor as they unfold.
3. Self-esteem plays a major role in the development of a positive self-concept in adolescence. It is a product of the value the individual

places on the complex of views he has of himself - whether approving or disapproving, accepting or rejecting.

(pp. 111-115).

In summary, this overview has shown the importance of self-concept and self-esteem for the normal and healthy development of youth. It has also addressed the shortcoming of the lack of research in the leadership literature of the relationship of self-concept development as an outcome variable of leadership training programs. This study attempted to provide additional data about these areas. Lastly, one of the research questions in this study dealt with youth leaders goal achievement behaviors. The next section critically examines the literature on transfer of training and goal setting and action planning.

Transfer Of Training, Goal Setting And Action Planning

In the statement of the problem (see p. 1) one of the ways this study was specifically proposing to improve leadership training methods was by assessing the effects of action planning on youth leaders goal achievement behaviors. This section will review literature on transfer of training, goal setting and action planning by first relating it to the leadership training literature. It will then focus more specifically on these topics.

Leadership And Transfer Of Training

From his monumental review of 5,000 leadership studies, Bass (1984) categorized only 27 studies into the area that influenced the outcomes of leadership training, that is, transfer of leadership training. He then grouped the results of these studies into six factors that influenced transfer of leadership training. These factors were:

1. trainee's immediate supervisor;
2. behavior of the trainer;
3. composition of the training group;
4. personal attributes of the trainee;
5. follow-up reinforcing practice and feedback;
6. organizational climate.

(pp. 579-583).

All of these factors were directly or indirectly related to transfer of training. However, none of these factors were identified as improving transfer of training via an action planning or goal setting technique.

Of the 26 empirical studies on leadership training methods cited by Yukl (1981, p. 280-283), 20 of these studies resulted in change or improvement in the treatment group. All 26 studies evaluated the effects of different leadership training methods on managers, supervisors, principals, military officers, and foremen, using different independent criteria for measurement and behavior performance. Yukl (1984, p. 284) concluded that leadership training was effective for improving a person's leadership and managerial skills. Of the 26 studies Yukl cited, only one; Wexley and Nemroff (1987); involved goal-setting as part of their leadership training method.

Wexley and Nemeroff (1975) evaluated the effects of goal-setting and feedback when used in conjunction with role-playing exercises in a two-day management training program. In two variations of the experiment, a treatment group of hospital supervisors were assigned goals for behavior improvement. The hospital supervisors received coaching and feedback concerning their performance as leaders in the role-playing exercises. After the first and third weeks, back-on-the-job supervisors were assigned specific behavioral goals with additional feedback and coaching being provided. A control group of supervisors participated in the role-playing, but were not assigned goals or given feedback either during or after training. Wexley and Nemeroff (1975, pp. 448-449) found that the supervisors in the treatment group had less subordinate absenteeism and more improvement in leadership behavior than did supervisors in the control group.

Of the over 20 reviews of youth leadership research, training programs and models the author examined in the previous section several implied they had goal setting and action planning components. However, only two reviews (Feldman and Long, 1990; Lewis 1985) specifically reported goal setting and action planning components. Both of these studies did not describe in any detail the specific elements included in the action planning or goal setting, or the effects of these exercises. Thus, this lack of evidence supports the need to enquire into youths goal setting and action planning behaviors to help them transfer knowledge and skills from a youth leadership training program back to their specific leadership situations.

Transfer Of Training

In leadership programs both the short-term training and long-term development change processes require transfer of training or transfer of development. Masterson (1983,) defined transfer of training as:

> Persistent changes - some behavioral changes or capacity - acquired during training which is maintained by the participant and carried over into the future, so that performances or products can be observed in the training setting at a time subsequent to the training (p. 11).

However, Zemke and Gunkler (1985) in their review of literature of transfer of training, pointed out: "Not only is there little clear-cut evidence that doing particular things will help transfer of learning to the job environment, there isn't much consistent theory behind why transfer does not occur" (p. 49). Zemke and Gunkler added, "We can't even find agreement about how to define transfer of training." (p. 49). The change of a trainee from their pretraining behavior, attitudes, and values to their posttraining behavior, attitudes and values, has been called, "application of knowledge and skills (Georgenson, 1982; Robinson and Robinson, 1985; Spritzer, 1984), carryover (Masterson, 1984; Mozel, 1957), performance improvement (Scott, 1986), skill transfer (Robinson and Robinson, 1985; Swain, 1984), and transfer of training (Brown, 1983; Byham, Adams and Kiggins, 1976; Spritzer, 1984; Zemka and Gunkler, 1985).

Wexley and Latham (1981) warned, "Most training programs are based upon the assumption that what is taught in training will be used by trainees when they complete the training program" (p. 75). Thirty years ago when referring to his observation that learning was not converted to on-the-job performance Mosel (1957, p. 56) quipped, "The operation was a success but unfortunately the patient died". Mosel (1957) elaborated on his concern, stating:

> In the past it was assumed that, if the trainee learned what he was taught in training, he would automatically take the learning back to the job with him. . . . He did learn. He just does not use use his learnings (p. 56).

Brown (1983, p. 5) concurred, elaborating on his own observation that what was being taught to the trainees was not being used by them even though the trainees were able to perform the correct behaviors during the training session. He believed that when trainees got back to their jobs they resorted to previously learned patterns of behaviors and that the transfer of training did not occur.

Other authors in the training and personnel journals have echoed essentially the same concerns that ". . . the problem of transfer is crucial" (Georgenson, 1982, p. 75); ". . . many trainees find it difficult if not impossible to transfer these skills to the work environment" (Trost, 1985, p. 79); ". . . somehow what the trainees learned didn't transfer to the workplace" (Zemke and Gunkler, 1985, p. 48); ". . . employees attend a training program, find the skills valuable, but don't use them on the job" (Robinson and Robinson, 1985, p. 82); and ". . . transfer of training from the classroom to the job has been a challenge" (Byham, Adams, and Kiggins, 1976, p. 345).

Spitzer (1984), former vice-president of the National Society for Performance and Instruction, gave thirty-eight reasons why training failed. Six of those reasons could be directly or indirectly linked to the transfer of training. These six reasons were:

> (1) The Erroneous Assumption
> . . . unfortunately in the real world we cannot assume that trainees will be able to apply new skills on-the-job.
>
> (2) Hit-and-Run Approach
> . . . programs are run, and the participants are left to their own devices to figure out how to use the information presented.
>
> (3) Dumping
> . . . employees are often dumped from their jobs into the training courses, and then back to their jobs. In such cases, there is little concern for integrating the job with the training, and vice versa.
>
> (4) Training is not Viewed as Instrumental in Achieving Organizational Goals
> . . . there is extremely little evidence to indicate a direct link between training activities and results.
>
> (5) Training is not Job-Relevant
> . . . training is useless, unless trainees see precisely where they can apply the content to their own jobs.
>
> (6) A Dependent Relationship with Clients [Upon the Trainer] . . .
> . . . we often give just enough to tantalize and not enough for consolation and application of learning. Trainees often leave training programs with partial knowledge and half skills and naturally they find it difficult to apply these to the job.
>
> (Spritzer, 1984, pp. 6-8)

Wexley and Latham (1971) presented the idea that three types of transfer of training may occur. These were:

> Positive Transfer: Learning in the training situation results in better performance on the job.
>
> Negative Transfer: Learning in the training situation results in poorer performance on the job.
>
> Neutral Transfer: Learning in the training situation results has no effect on job performance.
>
> (p. 74).

Wexley and Latham (1981) went on to ask, "How can we optimize the possibility of getting positive transfer?" (p. 75). Zemke and Gunkler (1985, p. 49) in their review of transfer of training, developed five strategies for positive transfer of training. These were: (1) pre-training strategies; (2) good training strategies; (3) transfer-enhancing strategies; (4) post-training strategies, and (5) finessing strategies. The authors then explained that these categories were broad and not mutually exclusive. Although not stated, an important and obvious insight was that for maximum positive transfer to occur, activities must be incorporated into the overall design and facilitation of the training program that had all five of these categories of strategies. This meant there must be activities related to pretraining strategies, other activities that had good training strategies, still others that enhanced transfer of training, and so forth. To not focus on all five transfer strategies will limit the possibility of transfer happening and also would lessen the impact of the transfer that could take place.

In order to gain a better understanding of transfer of training, the titles of Zemke and Gunkler's review (1985, pp. 50-63) are presented. The specific training strategies cited by Zemke and Gunkler synthesized recommendations for increasing transfer of training put forth by Arwady (1984), Brown (1983), Byham, Adams, and Kiggins (1976), Fast (1974), Georgenson (1982); Kruger and May (1986), Masterson (1984), Mosel (1957), Robinson and Robinson (1985), Spitzer (1984), and Yukl (1981).

Pre-training strategies were done before the training event. They include:

1. Hoopla! - making the training a highly visible event.
2. How do you rate! - the trainee self-assessment strategy.
3. Send my boss. - familiarize management with the content of training.
4. Can we talk? - the pretraining supervisory expectations discussions.
5 Homework. - assigning precourse study and projects.

Good training strategies were what was done to design, develop, and facilitate the training event.

6. Soil sampling - the work-environment assessment strategy, that is, the needs assessment.
7. Why are we here? - the goals and expectations opener strategy.
8. The more we are together, the more we . . . - training groups and teams.
9. A picture is worth . . . - the behavior modeling strategy.
10. First you punch in, then you . . . - teach daily work habits.
11. Borscht is better. - keeping theory to a minimum.
12. Let me see you do it. - evaluate performance.

Transfer-enhancing strategies are those training sessions which are for improving on-the-job results and not for improving results during the training event.

13. One more time. - the use of overlearning.
14. Step into my link (life) trainer. - the use of lifelike situations.

15. Imagine that . . . - mental imagery and rehearsal.
16. Thar she blows! - building trigger mechanisms for back on the job.
17. Where's PAPA? - the participant action planning approach.

Post-training strategies are those activities done after the training event to provide feedback to the trainee, or to refresh their knowledge or skills.

18. Love notes. - the follow-up letters strategy.
19. Can we talk again? - the post-training chat.
20. Practice, kiddies, practice! - the rehearsal-room strategy.
21. As you remember . . . - the refresher training strategy.
22. Hey! Nice job, Gladys! - the supervisor-as-coach strategy.
23. This group gets the gold star, this one the . . . - the count-and-chart approach.

Finessing strategies are those activities that bring the training event as close to the job situation as possible.

24. Problem? What problem? - the job redesign method.
25. Let's try that move out on the dance floor. - the interim project approach.
26. Experience is the best teacher. - competence building activities.
27. Just put this template over your keyboard and . . . - using job aids.
28. Good old OJT . - on the job training.

In 1971, Campbell did the first review of literature of its kind on personnel training and development. Campbell (1971, p. 565) asserted, "By and large the training and development literature is voluminous, nonempirical, nontheoretical, poorly written and dull." He also concluded the training establishment did not link the training content to the specific desired behaviors needed for the job.

In summary, many of the preceding author's comments in this section were not based on empirical research or indepth literature reviews. However, by the tone of their comments it was inferred that all of the preceding authors felt a deep concern to improve trainees' transfer of training back to the work. The fact that this need was asserted by Mosel (1957) thirty years ago and was still echoed by recent authors, highlights the continuing importance for the general study of transfer of training.

Action Planning

One of the methods reported for increasing the transfer of training was action planning. Action planning is a "transfer-enhancing" technique. A trainer may modify Zenke and Gunkler's (1985) strategies into a variety of action plans. For example, one trainer may have a very detailed hour-long action planning session, using handouts. Another trainer may simply ask each participant to stand up and tell the other participants how they are going to use what they learned when they go home. Spritzer (1984, p. 10) suggests the action plan should include meetings with the participants' supervisors to discuss the training course they attended, to clarify expectations for their return, and to have the supervisor provide assistance when participants' use the new skills on the job. To implement Spritzer's recommendations, a common technique is the personal contract developed before training or during training in which the learner, or the learner and the supervisor set the learning objectives.

Youker (1985, p. 58) gave relevant benefits of how action planning increased transfer of training:

1. Encourages transfer by acting as a sort of management by objectives.
2. Increases commitment by verbalizing it [the skill],
3. Provides for practicing of the skill.
4. Helps anticipate problems.
5. Encourages contingency planning.
6. Gains commitment to action.
7. Sets up an expectation for follow-up.
8. Provides opportunity for reinforcement.
9. Helps set up a supportive environment.
10. Sets up a system for organizational change.
11. Provides an opportunity for evaluation.

Any action planning technique may use a variety of Zemke and Gunkler's (1985) strategies to increase transfer of training. The specific action planning technique will be determined by a variety of factors related to the training program. The one common element in all action plans is that there must be a goal, purpose, objective, or end result which the trainee is trying to improve (Gailbraith and Gilley, 1984; Spritzer, 1984; Swain, 1984; Trost, 1985; Zemke and Gunkler, 1985). This goal could be behavioral, attitudinal, or value oriented in nature.

As indicated by its name, the technique of action planning involves two components. One is the planning or thinking component in which trainees determine the goals they want to achieve. The second component is the action or doing component; actually following the steps in the action plan to achieve the goals. Thus, action planning is planning the goals and planning the steps to achieve those goals, plus acting out or following through to achieve those goals.

Goal Setting

Since goals are the critical element of any action plan, an understanding of goals and goal setting is important to enable trainers to develop the best possible action planning techniques to enhance the transfer of training for their participants.

A major conceptualization of goals and how goals affect people was drawn from Adler's (1985, p. 94) individual psychology. Adler maintained that all human behavior was purposeful and goal directed, although the individual may not always be consciously aware of his or her goals. Adler (1985) believed that the understanding of personality was possible only if we were aware of the individual's goals. Adler's position was that all humans strove for the goal of perfection. This was the goal of "superiority". People either developed "constructive or destructive goals". Constructive goals enabled the person to contribute to the well-being of society and destructive goals eventually could lead to neurotic behavior. Adler (1985) also believed that a person's goals were shaped considerably by the experiences in the person's first five years of life. The "style of life" a person had was shaped by how each person uniquely pursued his or her goals.

In 1968, Locke proposed a theory of goal-setting based on the premise that an individual's conscious intentions regulated his behavior. Locke, Shaw, Saari, and Lathan (1981) agreed with Adler's notion that goals consciously and unconsciously directed human behavior. They stated:

> . . . goals are immediate regulators of human action. However, no one-to-one correspondence between goals and actions is assumed because people may make errors, lack the ability to obtain their objectives, or have subconscious conflicts or premises that subvert their conscious goals. (p. 126).

Locke, Shaw, Saari, and Lathan (1981) defined a goal as "what an individual is trying to accomplish, it is the object or aim of an action" (p. 26).

Latham and Locke (1979) examined ten representative field studies of goal-setting. Their conclusions were that goal-setting had been successful across a wide variety of jobs and industries. These included skilled technical jobs, telephone service jobs, servicing pop machines, sales, typing, and logging. They also highlighted that the effects of goal-setting were positively recorded for one-and-one-half months to nine months after the treatment. One study (Latham and Blades, 1975) had a positive effect seven years after the program.

Later, Latham and Yukl (1985, p. 829) reviewed 27 field studies which tested the following aspects of Locke's goal-setting theory:

1. The effects of specific goals versus general goals.
2. The effects of goal difficulty on performance.
3. Goals as mediators of performance, feedback, monetary incentives and timelines, and
4. Assigned versus participative goal-setting.

Ten of the eleven studies on the effects of specific goals versus general goals versus no goals provided evidence in the support that the setting of specific goals increased effectiveness.

Six of the seven studies supported Locke's position that harder goals lead to greater performance than easy goals. The limitation of these studies was that all but one study was assessed using a correlational design.

Of the nine studies done there was no relevant data to support Locke's propositions of goals as mediators of performance feedback, monetary incentives, and timelines.

Of the five studies done to test Locke's position that goals mediate the effect of assigned versus participative goal-setting, none provided an adequate evaluation.

In 1981, Locke, Shaw, Saari and Latham reviewed over 100 goal-setting and task performance studies completed between 1969 and 1981. They (1981, p. 125) concluded that: "goals affect performance by directing attention, mobilizing effort, increasing persistence, and motivating strategy development".

Latham and Locke (1979) concluded from the results of their studies that "...we know goal-setting works. How can we make it work better?" (p. 73). Six years later, Locke and Latham (1985, pp. 209-210) reviewed the previous research on goal-setting. From this review and synthesis they set down ten specific hypotheses about goal-setting. These were:

1. Specific goals will regulate action more precisely than general goals.
2. For quantitative [specific] goals, the higher the goal, the better the performance, assuming sufficient ability and commitment (see hypothesis #7).
3. Specific difficult goals will lead to better performance than goals of "do your best" or no goals.
4. Using short-term plus long-term goals will lead to better performance than short-term goals alone.
5. Goals will affect performance by directing activity, mobilizing effort, increasing persistence, and motivating the search for appropriate task strategies.
6. Goal-setting will be most effective, if not only effective, when there is feedback showing degree of progress in relation to the goal.
7. With the goals that are difficult, the higher the degree of commitment, the better the performance.
8. Commitment can be affected by asking the individual to accept the goal, showing support, allowing participation in the setting of the goal, training, selection, and incentives or rewards.
9. Goal attainment will be facilitated by a suitable plan of action or strategy, especially when the task is complex or long-term, and
10. Competition will improve performance to the degree that it leads to the setting of higher goals and/or increases in goal commitment.

In summary, for this section the major points the author derived from the review of related literature were:

1. One way to improve training methods was to increase transfer of training.
2. Action planning was one method that could be used to increase the transfer of training from a training program.
3. Goal setting was a major component of action planning.
4. The literature on use of action planning/goal setting as a leadership transfer enhancing training method was clearly deficient.

For this study, selected ideas from transfer of training, action planning, and goal setting were incorporated into the "eight step goal achievement" action planning session (see Appendix E) at the Blue Lake Centre Youth Leadership Seminar. Latham and Yukl (1985) pointed out, "Locke's theory [of goal setting] is based primarily on a series of well-controlled laboratory experiments with college students who performed relatively simple tasks (e.g., adding numbers) for short periods of time" (p. 825). This study attempted to assess the practical feasibility of action planning/goal setting in a youth leadership training field experiment.

Chapter Summary

In summary, this review of literature has pointed out several gaps or shortcomings in youth leadership training and development. The first was that although many leadership models were created the evidence suggested that no explicit youth leadership training model evolved from the scientific research. It was not until the 1980's that specific youth leadership training models were created. These focused on youth leadership training in schools, or for the gifted and talented.

The second shortcoming was the lack of empirical evidence. Many of the published articles only briefly described the curriculum and/or activities of the youth leadership training program. None of the articles entailed a thorough description of both the content and processes of the program. As well, none of the articles attempted to determine which specific program components youth perceived as contributing to their increased leadership effectiveness.

Third, the literature on adolescent self-esteem pointed out how this was an important maturation variable of youths' development. However, in the leadership literature very few, if any, studies addressed this as an outcome variable of leadership training programs. This lack of data provided justification for addressing this construct in this study.

Fourth, none of the scientific research on action planning and goal-setting or youth leadership training has dealt with specifically examining youths' goal achievement behaviors in a leadership training program.

The preceding shortcomings in the literature review helped to focus the present study in examining the Blue Lake Centre Youth Leadership Training Seminar and documenting its conceptual base; content and processes; and effects upon participants.

III. THE WHOLISTIC LEADERSHIP DEVELOPMENT MODEL AND THE BLUE LAKE CENTRE YOUTH LEADERSHIP SEMINAR

Introduction

This chapter attempted to satisty the first three objectives in the problem statement by:

(1) providing a detailed explanation of the Wholistic Leadership Development Model and an overview of how to use the model to design and facilitate a leadership training program,

(2) showing in detail how the model was operationally used to design and facilitate the Blue Lake Centre Youth Leadership Seminar, and

(3) documenting each Blue Lake Centre Youth Leadership Seminar session with its name, learning objective, description, rationale and participant comments (see Appendix I).

The Wholistic Leadership Development Model

In the statement of the problem the first way this study proposed to improve leadership training methods was by providing a detailed explanation of the Wholistic Leadership Development model (Benson, 1987) which formed the conceptual base from which the Blue Lake Centre Youth Leadership Seminar was created. The model is a synthesis of the author's reading and broad personal leadership training consulting experience. While the synthesis of ideas represented in the model is the researcher's, an attempt was made in this chapter to acknowledge those authors whose ideas have influenced the development of the model. Since 1981 the model has been used to design and facilitate dozens of leadership training experiences. During those years a "trial and error approach" partially determined the additions and deletions made to the model. This relatively incremental approach was effective in the model's evolution as a "practical tool" to use as a guide for designing and facilitating leadership programs. The model is presently utilized as the basis for a number of leadership programs and related documents (Blue Lake Centre Leadership Route, Alberta Recreation and Parks Leadership Development Strategy, Alberta Provincial Youth Leadership Training Program, Alberta Municipal Affairs Colloquium Process, Camrose Lutheran University College Outdoor Leadership Education Program, Gull Lake Baptist Camp Leadership Intern Training Program, and the Strathcona County Wilderness Centre Teen Leadership Program).

Concept

The Meriam-Webster Dictionary (1974, p. 798) defined whole as "a coherent system or organization of parts fitting or working together as one." The central postulate of the Wholistic Leadership Development Model is that the experience of a person during a leadership training program has to systematically interrelate and interconnect the knowledge and skills a person learns, how a person changes, and the facilitation processes that trainers use to help the person change while learning the specific knowledge and skills. This is the reason the model is called "wholistic"; it attempts to systematically interrelate content, process and change during a leadership program. It is also called "wholistic leadership" because it deals with the development of the "total or whole" leader by focusing on a person's behaviors, attitudes and values in relation to work, people, and self.

The knowledge and skills a person learns are called content skills. How a person changes is called the change phases. How a person is taught is called the facilitation process. The basic presupposition is that the more these are consciously linked together by a facilitator during the planning and implementation of a leadership training program, the more the program will improve participants' leadership abilities (see Figure 1).

Goals

The first goal of the model is to advance, improve, equip, and enable the total person as leader. This includes a person's behaviors, attitudes, and values in relation to work, people, and oneself. The second goal is to ensure that during the leadership training program a person will change willfully, consciously, and positively.

Wholistic Leadership

Wholistic Leadership is doing what works to positively influence the actions, attitudes, and values of others to achieve individual, team, and organizational success. Success means different things to every individual, team, and organization. However, all success involves the four components of productivity, performance, satisfaction, and change. Productivity is the ability to yield results. Performance is the ability to carry out effective and efficient actions. Effectiveness is achieving desired goals, outcomes, or results. It means "doing the right things." Efficiency is acting with minimal waste or loss. It means "doing things right." Satisfaction includes the feelings of achievement, contentment, happiness, and well-being associated with your thoughts and actions. Change is the process of adapting to or becoming different.

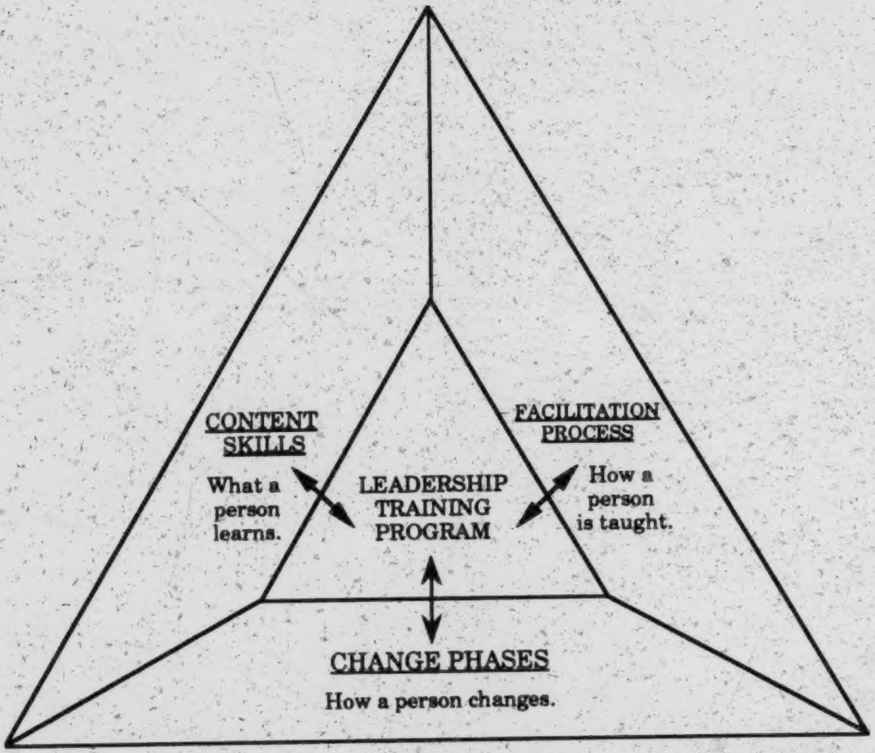

CONTENT SKILLS
What a person learns.
LEADERSHIP TRAINING PROGRAM
FACILITATION PROCESS
How a person is taught.
CHANGE PHASES
How a person changes.

Figure 1: Concept of the Wholistic Leadership Development Model

The experience of a person during a leadership training program has to systematically interrelate and interconnect the knowledge and skills a person learns, how a person changes, and the facilitation process that trainers use to help the person change.

Wholistic leadership occurs when an individual, a group, or an organization intentionally influences the behaviors, attitudes, and values of another individual, group, or organization in the areas of work skills, people skills, or self skills to improve their performance to achieve individual goals, group goals, or organization goals.

The characteristics that wholistic leadership has in common with other definitions of leadership are that it is "influencing" and it is "goal directed". The characteristics that are different and which make it "whole or total" are firstly that it focuses on influencing not only behaviors, but also "attitudes and values". Secondly, it focuses on these in relation to not only work skills and people skills, but also to "self skills".

A wholistic leader is a person who has an appropriate blend and mix of work skills, people skills, and self skills in order to be most successful at influencing others. Wholistic leaders understand their personal behaviors, attitudes, and values and how these affect appropriate use of their work, people, and self skills. The presumption is that leaders need to be aware of their own behaviors, attitudes, and values before they can most effectively influence the behaviors, attitudes, and values of others.

Content Skills

In the Wholistic Leadership Development Model content skills (Bowers and Seashore, 1966; Johnson and Johnson, 1975; Kahn, 1977; Katz, 1955; Mann, 1985; Yukl, 1981; Zeigler and Bowie, 1983) are the first key to the overall design of a leadership training program. Content skills are defined as the subject matter or topics presented during a leadership training program. They include both conceptual knowledge and physical skill ability of the subject matter being presented. Subject matter selected for a leadership training program should be based upon the situations, roles, job responsibilities; and the followers, peers, and superiors with whom the leader interacts. It is assumed leaders will try to acquire content skills which have the potential to improve performance in their specific leadership situations, or the work, people, and self skills of those with whom they interact. The definitions of the content skills are.

a. Work Skills

Work skills are the job related activities a person does such as programming, planning, organizing, demonstrating, and evaluating specific job activities. They may also include administrative elements such as budgeting, scheduling, policy making, and long-range planning.

b. People Skills

People skills are the interpersonal, human relations activities which enable a person to interact effectively with individuals and groups. Examples are communication skills, conflict resolution, supervision, group relations, and team building (Bolton, 1979; Johnson and Johnson, 1975).

c. Self Skills

Self skills enable a person to understand one's strengths and weaknesses. Examples of self skills include understanding one's wants, needs, values, personality, attitudes, beliefs, goals; and physical, mental, emotional, and spiritual self (see Figure 2).

Wholistic Leadership Iceberg

The "Wholistic Leadership Iceberg" provides the underlying reason for training leaders in the content skills of work, people, and self. Using the analogy of an iceberg, leaders performances are increased if they develop skills above and below the waterline. In an iceberg, 10% of what is seen is above the waterline and 90% is below the waterline. Yet, in an iceberg, the 90% below the waterline holds up and supports the 10% above the waterline. To be most effective and efficient leaders have to develop their work and people skills above the waterline; and their self skills below the waterline.

At the bottom of the iceberg are leaders' values, wants, needs and personality. They form the foundation of the iceberg. Values (Kirschenbaum and Simon, 1973) are those things leaders consider important and worthy of their time, energy, commitment and resources. Wants are things leaders desire or wish for to enhance their lives. Needs are things leaders require to sustain and maintain their emotional, mental, physical, and spiritual well being (Maslow, 1968). Personality is the cognitive, emotional, mental, and spiritual tendencies and patterns which emerge in leaders' actions and behaviors. These four elements have a direct influence on leaders' attitudes and beliefs. Attitudes are what leaders think or feel about things while beliefs are those things leaders accept as true and have a firm conviction about. These two elements in turn influence leaders personal goals. Goals (Latham and Locke, 1974) are the end results or targets which leaders are striving to accomplish. Goals then influence leaders' personal stances, which is their position or opinion on specific issues. Personal stances culminates in a leaders' intentions which is their determination to act in a particular manner in a specific situation. Ideally leaders would be aware of all of the above elements below the waterline and how they affect them and their interactions with others. Realistically in many cases leaders are not

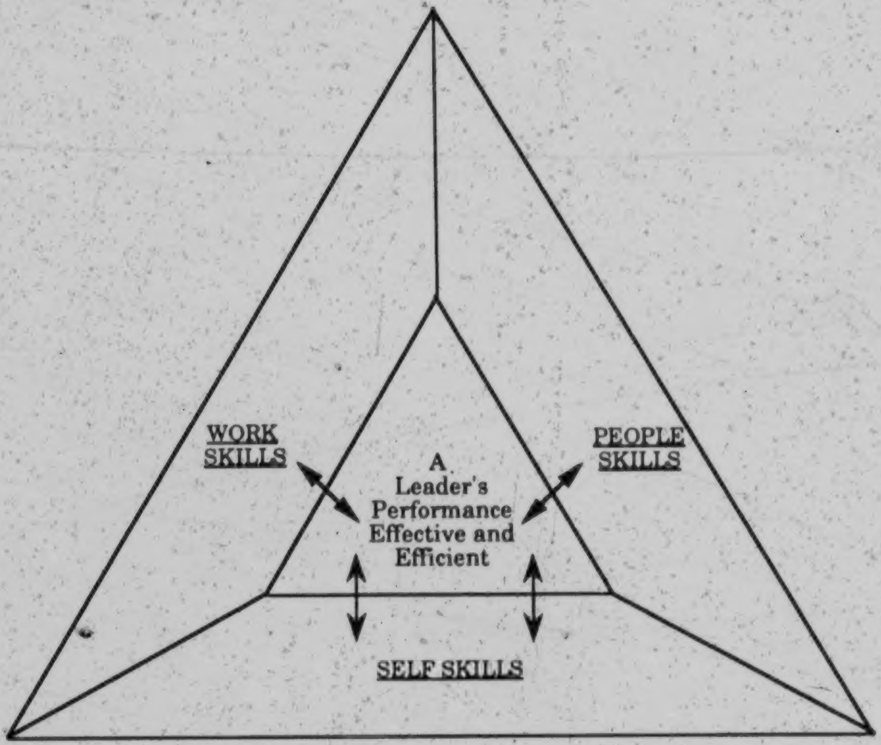

WORK SKILLS
PEOPLE SKILLS
A Leader's Performance Effective and Efficient
SELF SKILLS

Figure 2: Wholistic Leadership Triangle

The skills needed by a leader for effective and efficient performance.

consciously aware of these elements, therefore, they are not as effective or efficient as possible and so their leadership performance is inhibited.

Every element below the waterline has an influence on leaders actions and behaviors. Actions and behaviors are how leaders personally conduct themselves. This includes what they verbally and nonverbally say and do while interacting with followers, peers and superiors. What leaders say and do personally affects others. It is from these personal effects that others will form their perceptions of the leader's actions and behaviors and from which they will then judge leaders as being effective and efficient; or ineffective and inefficient. The criteria used for this subjective evaluation may be different for each follower, peer, and superior (see Figure 3).

Leadership Training And Leadership Performance

As individuals improve in the work, people and self skills their leadership performance increases. The presupposition is that in most cases formal leadership training and development is along the continuum of work skills, people skills, and self skills (see Figure 4). This is because that to be perceived as a leader by oneself and by other people, leaders first need a fundamental base of knowledge and expertise in the work skills which are relative to their specific leadership situation. An example would be in canoeing. To be perceived as a leader in that field an individual would need knowledge about the different types of canoes, the purpose of each canoe type, the material used in constructing the canoes, the pros and cons of each different type of canoe, and safety while canoeing. Also, a leader would have to be able to do the technical, physical canoe strokes such as the J-stroke, cross bow, Canadian stroke, high brace, etc. With this base level of work skills a person would be hired as a canoe instructor.

After acquiring this base level of work skills specific to their leadership situation, leaders then spend more time focusing on the positive interaction between themselves and other people. To be high performing leaders it is necessary for them to be able to interact positively with people on a one-to-one basis, in small groups, and in large groups. This is the essence of people skills. As well, leaders have to get their followers to interact positively on a one-to-one basis, in small groups, and at times as a total large group. Leaders performances will improve if they have the interpersonal skills, the communication skills, and the knowledge about group processes. With these people skills a person should become a very good leader.

The third and final step is training leaders in self skills. Self skills enable individuals to understand their strengths, weaknesses, areas needing improvement, and how to improve. Self skills are often focused upon unconsciously many times

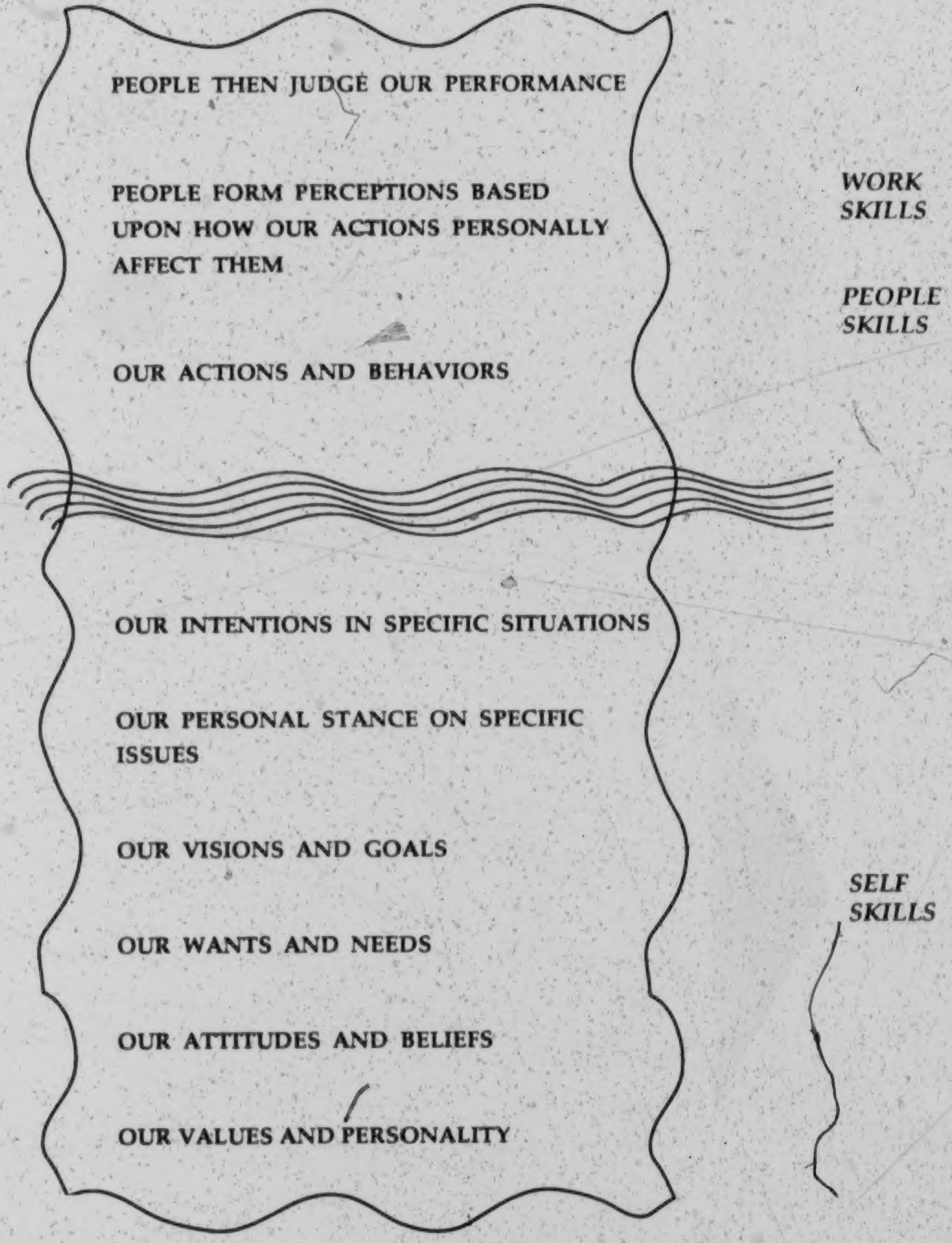

PEOPLE THEN JUDGE OUR PERFORMANCE
PEOPLE FORM PERCEPTIONS BASED UPON HOW OUR ACTIONS PERSONALLY AFFECT THEM
OUR ACTIONS AND BEHAVIORS
OUR INTENTIONS IN SPECIFIC SITUATIONS
OUR PERSONAL STANCE ON SPECIFIC ISSUES
OUR VISIONS AND GOALS
OUR WANTS AND NEEDS
OUR ATTITUDES AND BELIEFS
OUR VALUES AND PERSONALITY
WORK SKILLS
PEOPLE SKILLS
SELF SKILLS

Figure 3: Wholistic Leadership Iceberg

A leader's performance is increased if a leader develops skills above and below the waterline.

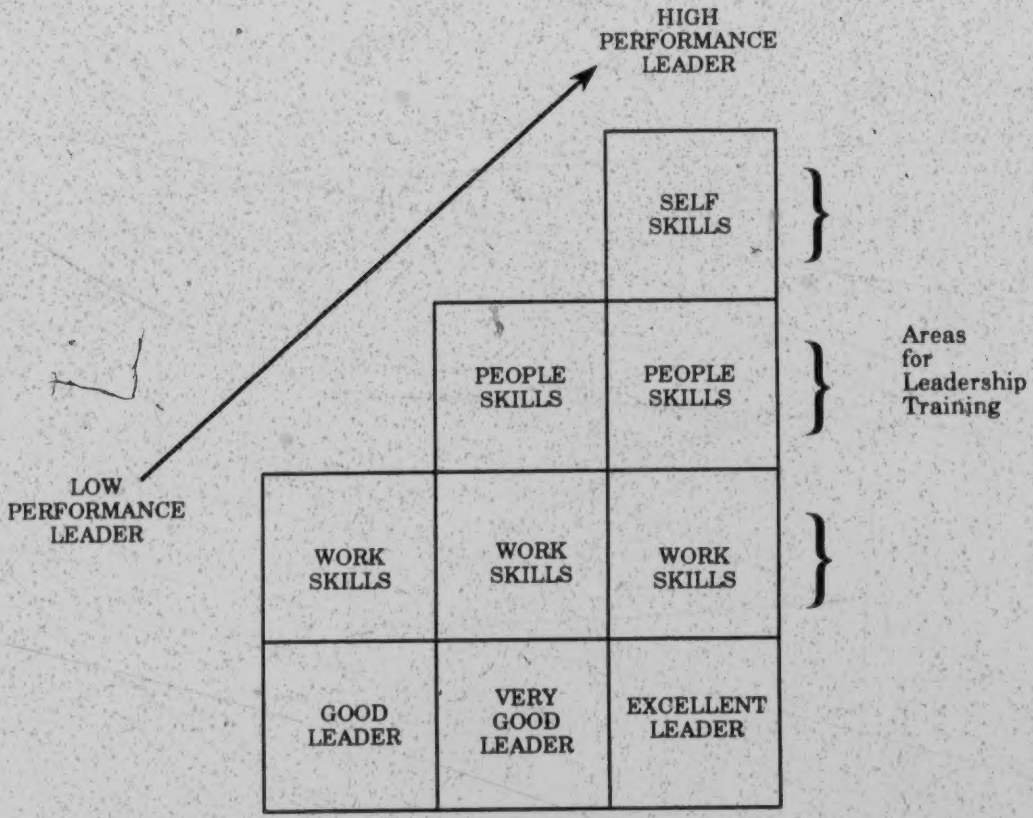

HIGH
PERFORMANCE
LEADER
SELF SKILLS
PEOPLE SKILLS
PEOPLE SKILLS
Areas
for
Leadership
Training
LOW
PERFORMANCE
LEADER
WORK SKILLS
WORK SKILLS
WORK SKILLS
GOOD LEADER
VERY GOOD LEADER
EXCELLENT LEADER

Figure 4: The Relationship Between Leadership Training and Leadership Performance

As leaders improve in each of the three skill areas their performance increases.

during a leadership training program because they overlap with work and people skills. This is because leaders cannot be separated from the activities they are doing or from other people with whom they are involved. A leaders' self, who they are as a person, comes through all the time they are leading. Excellent leaders are aware of this. An example of self skills are values. Excellent leaders realize that followers first pick up their personal values and attitudes, and next the values and attitudes of the organization. Excellent leaders realize their personal values are passed on through the clothes they wear, the way they interact with followers, the activities being done, as well as through the subtle norms which are established. Leaders personal values are unconsciously being passed on all of the time. Excellent leaders are aware that their personal values affect their goals, and that their goals affect their actions, which affect them and others, and that these affect their performance.

Competence/Confidence Relationship

The "competence/confidence relationship" provides the rationale of how to develop leaders. To improve leaders performances means to increase their ability to carry out effective and efficient actions by increasing their competence and/or confidence (Arney-Scherer and Scherer, 1976). Effectiveness is achieving desired outcomes, results, or goals. It means "doing the right things". Efficiency is acting effectively with minimal waste or loss. It means "doing things right". Improving leaders effectiveness and efficiency means to improve their competence which is defined as "being able and capable to do things". It also means to improve their confidence which is defined as "trusting one's own abilities and capabilities to do things". Leaders who are low performers are incompetent and lack confidence in their ability to influence the behaviors, attitudes, and values of themselves, other individuals, groups, and organizations. Leaders who are high performers are competent and confident in their ability to influence the behaviors, attitudes, and values of themselves, other individuals, groups, and organizations. Leadership training and development therefore, involves improving the competence and the confidence of leaders, enabling them to move from low performance to high performance.

The Competence/Confidence Model (see Figure 5) will explain these relationships. The two axes are competence and confidence. The competence axis goes from incompetent to competent. The confidence axis goes from lack of confidence to confident. The intersecting of these axes with their low and high scale produces four categories concerning the relationship between competence and confidence. These four generalizations are called" the Under-Skilled Leader, the Fire Walkers, the Late Bloomers, and the Successful Achievers".

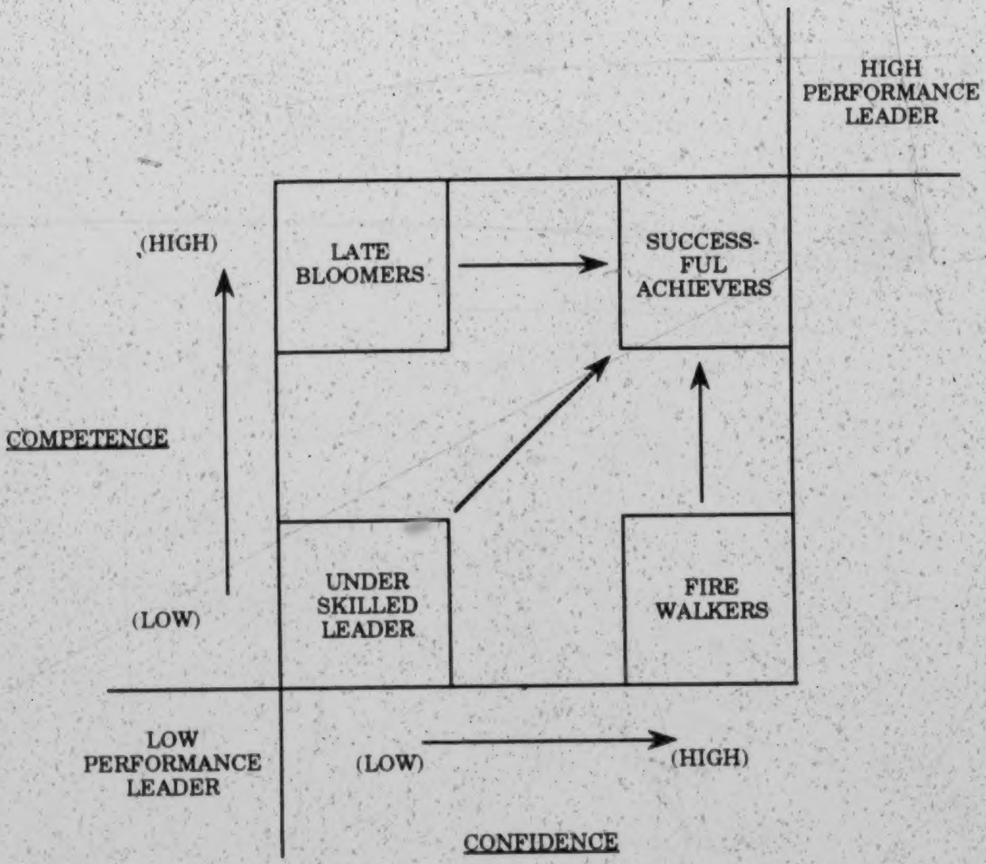

HIGH
PERFORMANCE
LEADER
(HIGH)
LATE
BLOOMERS
SUCCESS-
FUL
ACHIEVERS
COMPETENCE
UNDER
SKILLED
LEADER
FIRE
WALKERS
(LOW)
LOW
PERFORMANCE
LEADER
(LOW)
(HIGH)
CONFIDENCE

Figure 5: The Competence/Confidence Relationship

To improve leaders' performances means to increase their competence and/or self-confidence.

a. The Under-Skilled Leaders

The first categorization includes those people who are low in competence and low in confidence. They are incompetent and lack confidence. These are the under-skilled leaders of the world. These people do not have an appropriate mix of work, people, and self skills. They may be lacking in one, two, or three skill areas.

b. The Fire Walkers

The second categorization are those people who are low in competence but who are high in confidence. They lack competence but are confident. These are the fire walkers. These people are very self-confident but do not realize they are incompetent in those things necessary for their success as leaders. They need to learn content skills which apply to their specific leadership situation.

c. The Late Bloomers

The third categorization are those people who are low in confidence but high in competence. They are competent but lack confidence. These are the late bloomers. They have the talents and abilities to be a leader but for a variety of reasons are hesitant to use their talents and abilities.

d. Successful Achievers

The fourth categorization are those people who are high in competence and high in confidence. They are competent and confident. These are the successful achievers. They are very competent and confident about their abilities and talents and thus maximize the opportunities that arise. They have the talents and abilities to become very successful leaders and are successful leaders because they have an appropriate mix of work, people, and self skills.

Thus, to move leaders from low performance to high performance means increasing their confidence, their competence, or both. At the same time it is important to increase leaders awareness of where they exhibit a competence/confidence relationship so they can choose which dimensions they want to improve. Increasing the confidence and the competence of leaders in a leadership training program is done by having leaders change consciously, willfully, and positively (see p. 80).

The most important result when the Wholistic Leadership Development Model is used as a framework for the design of leadership training programs is that participants increase both their competence and their confidence as they improve their work skills, people skills, and self skills. The way to developing leaders confidence is to first develop their competence. It does not matter what they become competent in. It may make sense to start leaders in an area where they are most competent. Let them use their strengths and natural abilities. Next, move leaders into areas where they have to extend themselves a little bit by risking. However, these situations must be ones in which leaders will be successful. It is the successful use of the skills they were incompetent in that builds leaders self-confidence.

Change Phases

The change phases are the second key to the overall design of a leadership training program. They are a series of phases sequentially designed in the leadership training program that an individual goes through while learning the content skills. They also include how an individual changes and how to increase change in an individual. The change phases are based on the following concept of how an individual changes.

How An Individual Changes

1. An individual is affected by past, present (Glasser, 1965) and future life experiences (Massing, 1987). An individual is affected by biological factors, environmental factors, and the individual's willful intentions (Thomas, 1985). These may be conscious and unconscious (Erickson, 1982; Freud, n.d.).
2. These affect the individual in the psychomotor, affective, cognitive, and spiritual domains.
3. An individual's life experiences result in positive, neutral, or negative responses in one or more of these four domains. The responses in the four domains may be conscious or unconscious.
4. These responses cause changes in the individual which may be positive, neutral or negative, and conscious or unconscious.
5. These changes take place in an individual's psychomotor, affective, cognitive, and spiritual self. These changes are expressed in an individual's behaviors (Glasser, 1965), attitudes, and values (Kirschenbaum and Simon, 1973).
6. These changes are then incorporated back into the individual's life experiences and will affect future life experiences of the individual as the cycle continues.

Based on how an individual changes the Wholistic Leadership Development Model focuses on the willful, positive and conscious changes of the individual by having an individual go through a leadership training program which will heighten and support these types of changes (see Figure 6).

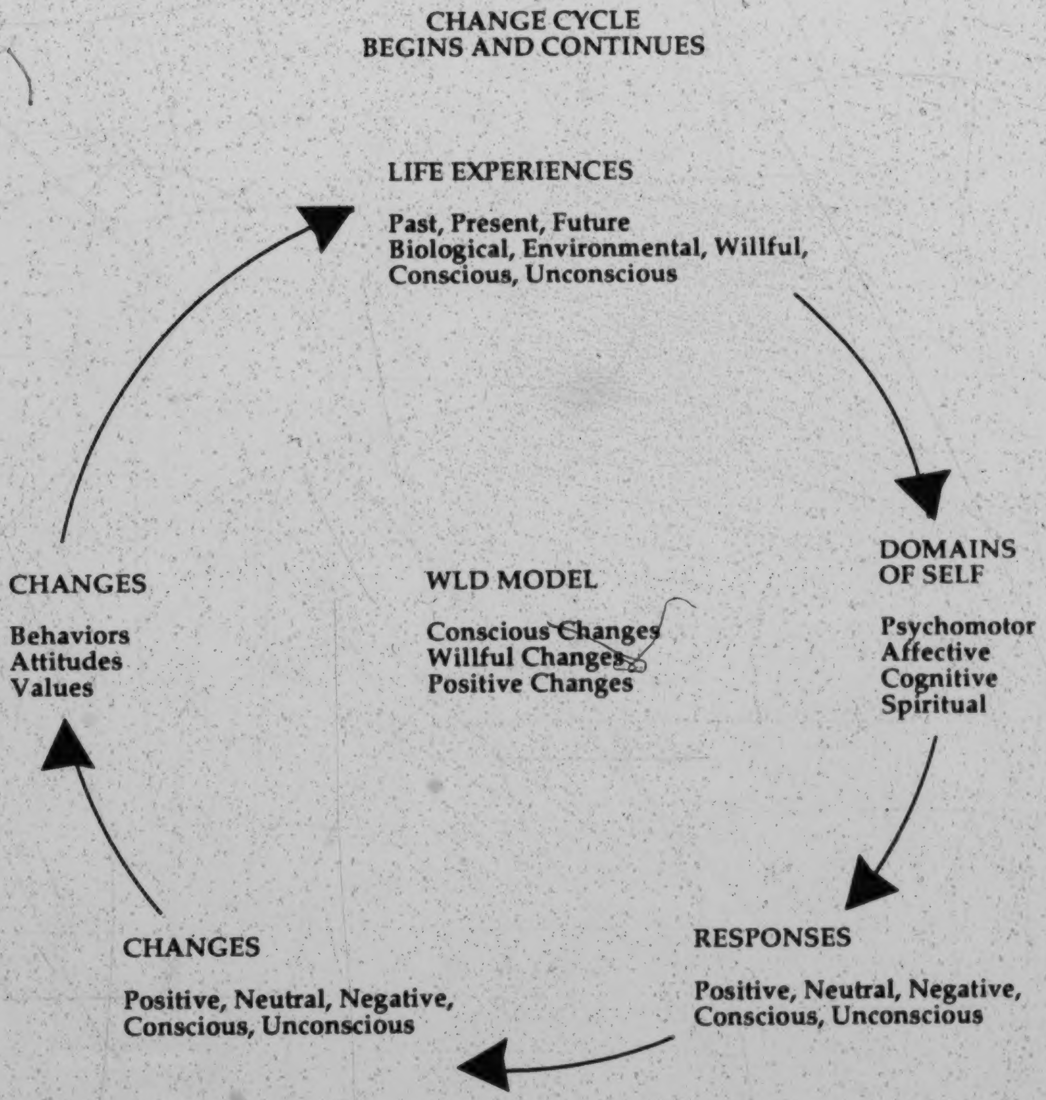

CHANGE CYCLE
BEGINS AND CONTINUES
LIFE EXPERIENCES
Past, Present, Future
Biological, Environmental, Willful,
Conscious, Unconscious
DOMAINS
OF SELF
Psychomotor
Affective
Cognitive
Spiritual
RESPONSES
Positive, Neutral, Negative,
Conscious, Unconscious
CHANGES
Positive, Neutral, Negative,
Conscious, Unconscious
CHANGES
Behaviors
Attitudes
Values
WLD MODEL
Conscious Changes
Willful Changes
Positive Changes

Figure 6: How an Individual Changes

Change Phases

The change phases are awareness, acceptance, assessment, choosing, action planning, and new learning transfer (Combs et al., 1978; Deane and Gilley, 1986; Elkin, 1982; Faccy, 1978; Heath, 1980; Hogg, 1986; Huse, 1978; Latham, 1974; Locke, 1985; Marsenich, 1983; Olmosk, 1972; Phillips, n.d.; Quinsland and Van Ginkel, 1981; Rogers, 1979; Van Metre, 1972), (see Figure 7).

a. Awareness

Webster's Dictionary defines awareness as: "watchful, mindful, and conscious of". Awareness is the first phase of change. If there is no awareness by the individual, then conscious change cannot take place. An individual must become aware of the content skill presented in the leadership training program. An individual must become aware of how the content skill affects personal behaviors, attitudes, and values. Awareness is generally thought of as having three components. These are perception, attention, and interpretation. Perception is the ability to gain information through the senses. Attention is careful observation of what an individual is perceiving. Interpretation is the meaning an individual gives to whatever one is consciously paying attention to through the senses. The interpretations an individual gives to one's perceptions determines the meaning one gives to ones experiences. This determines personal reality and the way one will act or behave in specific situations.

As an example, during the leadership training program formal structured reflective feedback is the key technique for developing awareness in an individual. Reflective feedback includes both formal, structured evaluations and informal, unstructured evaluations. Reflective feedback comes from the activities, the types of experiences, the environment, peers, designated instructors, and from the individual himself. During the leadership training program combinations of these types of reflective feedback are used in a variety of facilitation processes (see p. 70).

b. Acceptance

Webster's Dictionary defines acceptance as: "to take, receive, admit, believe, and to agree to". During the leadership training program an individual needs to gain a realistic and accurate awareness of personal behaviors, attitudes, and values. Next, the individual must accept the awareness gained. The individual needs to accept both positive strengths and negative weaknesses. If there is no acceptance then the individual will not see any need to improve or change any personal behaviors, attitudes, or values. Sometimes, awareness alone is enough to cause change because the individual may have been previously unaware before. The individual needs to

CHANGE CYCLE
BEGINS AND CONTINUES

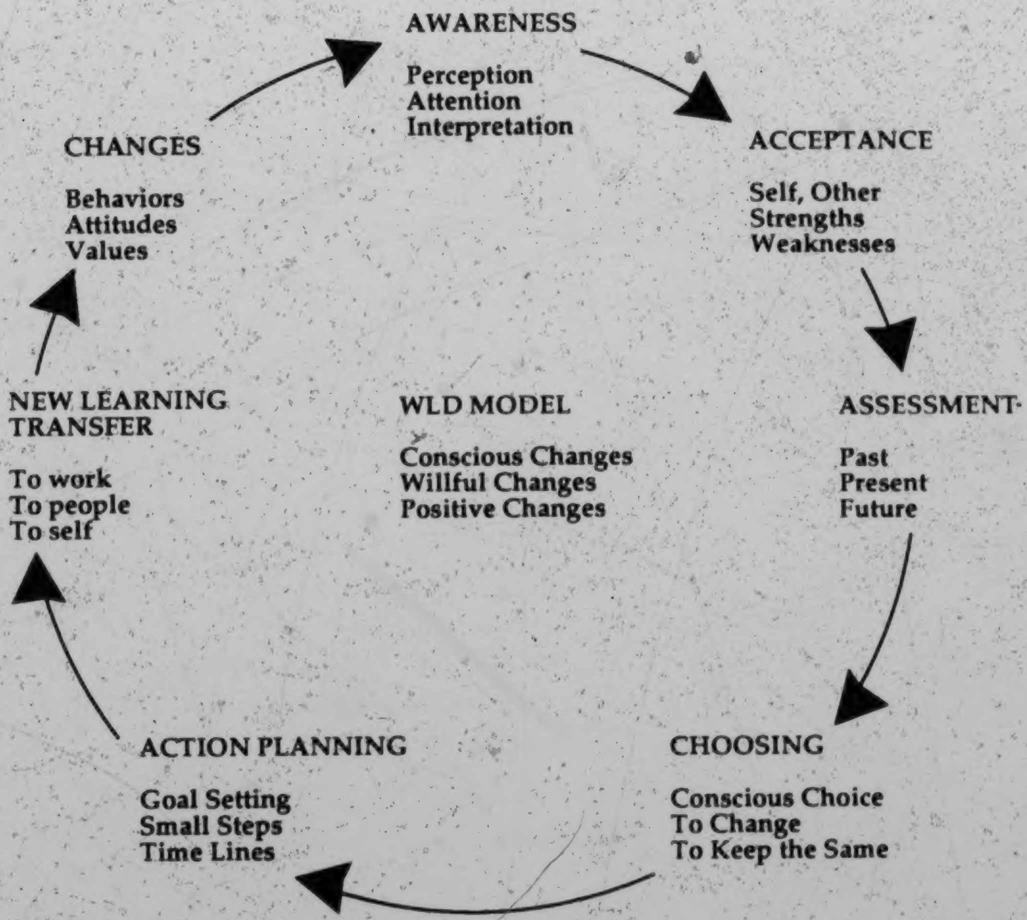

AWARENESS
Perception
Attention
Interpretation
ACCEPTANCE
Self, Other
Strengths
Weaknesses
ASSESSMENT
Past
Present
Future
CHOOSING
Conscious Choice
To Change
To Keep the Same
ACTION PLANNING
Goal Setting
Small Steps
Time Lines
NEW LEARNING
TRANSFER
To work
To people
To self
CHANGES
Behaviors
Attitudes
Values
WLD MODEL
Conscious Changes
Willful Changes
Positive Changes

Figure 7: Change Phases

accept oneself, other people, and the situation.

As an example, during the leadership training program an individual may do a values clarification exercise to relate personal values to how one wants to conduct ones behavior while leading. The individual would then determine specific values to role model and live out while leading. Another example is during a debriefing session (see Appendix J) peers may tell one thing they like, admire, respect or appreciate about the individual.

c. Assessment

The assessment phase is the conscious self-evaluation by an individual of personal behaviors, attitudes and values. It includes an evaluation of oneself during the leadership training program. It may also include an evaluation of the individual's awareness of past, present and future leadership situations. An individual assesses what was, what is, what could be, and what one desires.

As an example, the individual is encouraged to compare his behavior during the leadership training program with past behavior in other situations. This assessment may be used by the individual to find patterns of behavior which will improve leadership performance and which one desires to maintain.

d. Choosing

Webster's Dictionary defines choosing as "to select one thing in preference to another, to decide". An individual now is asked to make a conscious choice about which behaviors, attitudes and values to change and which not to change. The key point is the individual consciously chooses which things to change and which things to keep the same. Basically, the person decides which things are important enough to change and if it is worth the effort to change.

As an example, an individual may be asked to make a list of the work skills, people skills, and self skills one desires to keep doing, stop doing, and start doing. From this list one would be picked from each area to improve.

e. Action Planning

Action Planning is establishing both the goals and the specific steps that will lead to the achievement of the goals or skills an individual wants to change or to keep the same. Through the technique of action planning an individual is able to apply and transfer the knowledge, skills, and information learned in the leadership training program back to the specific leadership situation. This will improve an individual's leadership performance.

As an example, an individual may want to improve listening ability. An action plan may be to practice effective listening five times a day for one week or it may include reading a book on communication skills.

f. New Learning Transfer

New learning transfer is the implementation of the action plan. It includes activities to assist and reinforce an individual to change personal behaviors, attitudes, and values.

As an example, before leaving the leadership training program, individuals may establish a network with three other participants who can be telephoned for support and encouragement. It may also include a letter of the action plan sent to the person after the leadership training program.

The examples given for the change phases are not the only activities which could have been done in those phases. They were intended to be representative of the things that could be done. During the leadership training program 90% of the time is spent in the awareness and acceptance phases. By sequentially following through these change phases, the leadership training program increases the potential for an individual to successfully change those work skills, people skills, and self skills which will affect behaviors, attitudes, and values which will then result in the improvement of leadership performance.

How To Increase Changes In An Individual

To increase changes within an individual, four specific elements are identified and structured into the facilitation process and the change phases of the leadership training program. These are: involve all domains, increase responses, direct the responses, and sequentially direct the responses.

a. Involve All Domains

Having an individual's psychomotor (physical), affective (emotional), cognitive (thinking), and spiritual domains involved in one's life experiences during the leadership training program increases the potential for change in an individual's behaviors, attitudes, and values. The fewer domains involved, the less potential for change. The more domains involved, the greater the potential for change.

As an example, the getting acquainted initiative tasks are recognized as having low psychomotor responses and low cognitive responses. Rock Climbing has higher psychomotor responses and higher cognitive responses. Rock Climbing also has high affective responses.

b. Increase Responses

Increasing the responses in the domains of an individual increases the potential for change in an individual's behaviors, attitudes, and values. The more and the greater the response is increased, the greater the potential for change. By increasing the intensity, the duration, and the repetition of the activities and experiences in the leadership training program responses in the domains of self will be increased. Intensity is the amount of psychomotor, affective, cognitive or spiritual energy, strength or force required by a person during an indoor session or outdoor activity. For example, in climbing there will be more intensity if a person belays down a hundred foot cliff than if they belay down a ten foot climbing wall. Duration is the length of time for the indoor session, outdoor activity or leadership training program. It may be measured in minutes, hours or days. For example, In learning about group processes, an activity that lasts one hour usually will be more powerful than an activity that lasts fifteen minutes. Repetition is the learning of a skill in an indoor session and then using it in an outdoor activity. The theory, practice and structured real-life sessions were designed to allow repetition to take place. For example, skills that are reviewed and taught again, or expanded upon, or are used in a different activity will increase the responses.

c. Directing the Response

Directing an individual's response towards the appropriate change phases increases the potential for change in an individual's behaviors, attitudes, and values. Directing the response is guiding the individual's conscious attention and perception of response in the activity to the content skill and to the appropriate change phase so that the individual derives personal meaning from the interpretation of the response in that specific experience. This is called reflective feedback (see p. 70).

As an example, rock climbing with top rope belaying is used as an activity to focus on the content skill of trust. This activity will cause some trust to naturally develop between the climber and the belayer. If this activity were debriefed, focusing on the awareness of the trust established between the climber and the balayer, then both individuals would become more aware of the importance of establishing trust.

d. Sequentially Directing

To increase the potential for change, an individual's responses must be sequentially directed to awareness, then acceptance, and so on to assessment, choosing, action planning, and new learning transfer. During the leadership training program, most of the time is spent in the awareness and acceptance phases.

As an example, in the preceding rock climbing example, the importance of trust may not transfer to the fact that a leader needs to establish trust with one's followers. If the rock climbing were debriefed further to the other change phases, then the link could be made for individuals of the importance of them establishing trust when they are leading. It could even be linked further with action planning of how they are going to establish trust when they are leading.

For optimum potential change to take place during a leadership training program, it is necessary for the facilitators to determine the following:

1. Which domains of self the facilitators will focus on during each activity or session.
2. Which domain responses the facilitators want to increase during each activity or session, i.e., psychomotor, affective, cognitive or spiritual.
3. Which domain responses the facilitators want to direct to which change phase, and
4. How the facilitators are going to sequentially direct the domain responses in the activities and sessions to the change phases.

Facilitation Process

The third key in the overall design of a leadership training program is the facilitation process. One definition of facilitate is that it means "to assist". This is what the instructors do in the leadership training program. They help participants to acquire the content skills by designing activities which follow the change phases. Instructors help the participant to consciously relate the content skill to personal behaviors, attitudes, and values to improve leadership performance. The facilitation process is made up of instructional techniques, sessions, reflective feedback, values and principles (see Figure 8).

Instructional Techniques

A variety of instructional techniques are used to make the learning easy, practical, meaningful, applicable, and transferable back to participants' specific leadership situations. The teaching method that is chosen for use is one that will be most effective for the presentation of the information to be learned. Thus there are many different instructional techniques and facilitators need to be able to use a variety of them (Anderson, 1983; Bandler, 1979; Bloomwell, 1983; Pfeiffier and Jones, 1973; Scherer, 1980; Smallwood, 1983; Szarek, 1983; Ware, 1983).

INSTRUCTIONAL TECHNIQUES:	Varied	
SESSIONS:	Theory, Practice, Structured Real Life, and Unstructured Real Life	
REFLECTIVE FEEDBACK:	Types:	Informal Unstructured and Formal Structured
	Sources:	Self, Peers, Facilitators and Activities
	Activities:	Debriefings, Sharing Circles, Journals, Log Books, Dairies, Reflection Time, Audio and Video Replay and Analysis, Personal Contracting, Guided Imagery, Tests, Evaluations and Assessments
VALUES:	Facilitator's Role Model	
PRINCIPLES:	1. Start where people are at. 2. Find out where people want to go. 3. Do what works to help people get there consciously, positively, and willfully.	

Figure 8: **Facilitation Process**

Sessions

Four types of sessions are used to link the content skills to the change phases. These are theory sessions, practice sessions, structured real life sessions, and unstructured real life sessions.

a. Theory Sessions

Theory sessions provide principles, rules, definitions, and modes of operation. They are often abstract. They also provide the big picture and often take the form of lectures or lecturettes. These sessions focus on the cognitive part of the learner.

As an example, in teaching the skill of paraphrasing, a lecturette may include the definition of paraphrasing, the importance of paraphrasing, and the steps in doing a paraphrase.

b. Practice Sessions

Practice sessions take a segment of the theory session and have participants practice it in a given context. The session focuses on the psychomotor part of the learner performing the skill or using the knowledge.

Continuing on with the paraphrasing example, participants could be divided into groups of three with one person making a statement, the second person paraphrasing what the first person said; using the steps of paraphrasing; and the third person could observe the person paraphrasing. At the end the observer could give feedback on how the paraphraser followed or did not follow the steps in paraphrasing. When this was completed the roles would change and the exercise would be repeated until everyone had an opportunity to do all three roles.

c. Structured Real Life Sessions

Structured real life sessions take the practice session to the next level of understanding and application. This is using the content skill in a session which is designed for the individuals to have successful, controlled, low risk, real life consequences for their actions. These sessions focus on the emotional, affective part of the learner.

Continuing on with the paraphrasing example, participants could be divided into groups of two to follow an orienteering course. One person would have the map and the other person would have the control destinations and the travel route. Each person would be instructed to use paraphrasing in order to combine their information to complete the course. This activity would be debriefed focusing on the feelings participants had during the experience and what they did well when they paraphrased.

d. Unstructured Real Life Sessions

Unstructured real life sessions are those things that happen during the leadership training program which are not planned for but which provide opportunities for participants to use the content skills they have learned, or to gain insights and understandings from others. These are likely to occur during free time, meal times and using the skills learned in one session in another sessions.

As an example, participants paraphrase the directions of the instructor during an activity because they learned paraphrasing the previous day.

Reflective Feedback

Reflective feedback occurs when a feedback activity is used to guide the individual's conscious attention and perception of one's response in the training activity to the content skill and to the appropriate change phase to enable the individual to derive personal meaning from one's interpretation of one's response in that specific experience.

a. Types of Feedback

Feedback during the sessions includes combinations of formal, structured feedback and informal, unstructured feedback (Porter, n.d.; Zemke, 1982). Formal, structured feedback means that a format is designed which identifies the source of the feedback, the activity that will be used to allow the sources to share their feedback, and the specific questions to be focused on in relation to the content skill and the appropriate change process phase. Informal, unstructured feedback means that a time and an activity was not designed in the leadership training program to give feedback. This does not mean that feedback may not take place. It just means it was not formally planned. An example, is that we may give ourselves feedback or ask an instructor for feedback. It is important to note that all sessions do not have to have feedback. This is up to the facilitation team.

b. Sources of Feedback

The sources of feedback include the person, peers, facilitators or the activities. The facilitator will first ask a person for interpretation of what the experience meant, or what the person's strengths were, or how the person could improve. This is a key point of the facilitation process. The facilitator attempts to aid the participant in becoming aware of what the experience has meant to oneself and what one has learned from the experience. Reflective feedback starts from oneself. It is only after this that feedback to the person will come from other sources such as peers or the facilitator. An example of feedback from an activity is in canoeing. You are either upright or you are overturned.

c. Feedback Activities

There are a variety of feedback activities used to elicit feedback from the different sources during the sessions. These reflective feedback activities are one of the keys to helping a person change.

Examples: Debriefings, information exchanges, sharing circles, journals, log books, diaries, reflection times, self talk, video replay and analysis, audio replay and analysis, personal contracting, thoughts for the day, guided imagery, tests, evaluations and assessments.

It is important to note the difference between a feedback activity and a training activity. The feedback activity is a specific activity used to elicit feedback from the training activity in the session. A training activity could be using initiative tasks for group team building and the feedback activity could be a sharing circle held after it focusing on the positive things the group did to solve the problems. The major feedback activity used is debriefings (Benson, 1981; Hammel, 1981; Knapp, 1984).

Values

Values (Kirschenbaum and Simon, 1973) form the foundation of the Wholistic Leadership Development Model and it is in the facilitation process they are highlighted. A value is an enduring belief that a specific conduct of behavior is intrinsically, personally or socially desirable to other modes of behavior. The facilitation team must be aware that during the leadership training program they are passing on their personal values to participants. Therefore, facilitators must determine which personal values, facilitation team values, and organizational values they will consciously try to role model to participants during the leadership training program.

To do this the facilitation team should first develop a list of values they think they are presently role modeling and include these in the list of values they want to try to role model. To this list the facilitation team should also add the values that their organization wants them to role model. When the list is complete the facilitation team should choose the most important values they will consciously try to role model during the leadership training program. An example is the list of values the facilitation team developed for the Blue Lake Centre Youth Leadership Seminar (see

p. 86). In the Wholistic Leadership Development Model, caring for self and others is the most important value facilitators role model. It is summed up in: "I Care About You; I Care About Myself, I Care About Us: Our Relationship".

Principles

A principle is the primary source or element from which everything else proceeds. It is also the element which joins together other elements. The Wholistic Leadership Development Model is based on three principles which determine the content skills, the change phases, and the facilitation process used in any leadership training program. These three principles are: (1) start where people are at, (2) find out where people want to go, and (3) do what works to help people get there consciously, willfully, and positively.

a. "Start Where People Are At"

"Starting where people are at" in the content skills means to determine the specific skills and knowledge participants need and/or want to improve their leadership performance. In relation to the change phases it means to focus on the awareness and acceptance phases. In the facilitation process it means giving oneself feedback before having other people give you feedback. It also means focusing on your strengths before you focus on your weaknesses.

b. "Find Out Where People Want To Go"

"Finding out where people want to go" in the content skills means to check with participants if the skills in the leadership training program will help them improve their leadership performance. In relation to the change phases it means moving on to the assessment and choosing phases. In the facilitation process it means designing training activities that relate the content skills to the change phases.

c. "Do What Works To Help People Get There Consciously, Willfully, and Positively"

"Doing what works" in the content skills means that participants can successfully acquire the skill in the training activity. In relation to the change phases, it means to increase changes in participants using the ways listed there (see p. 62). It also means to continue to sequentially follow the change phases by now moving to action planning and new learning transfer. In the facilitation process it means to use a variety of instructional techniques which are appropriate for the skill, the training activity and the participants. At any point in the leadership training program, these three principles can be asked as questions. If you get three "affirmative" answers then your program will be successful. If you get a "no" answer then your leadership training program can be improved. These three principles can be asked in relation to the content skills, the change phases, and the facilitation process.

Operationalizing The Wholistic Leadership Development Model In Designing A Leadership Training Program

This section provides an overview of how the Wholistic Leadership Development Model could be used to design a leadership training program. It does this by explaining how to use the "Putting It All Together" form (See Figure 9). In the explanation the word 'skill' will be used to mean subject matter which includes skill and/or knowledge. Refer to the "Putting It All Together" form while reading the next ten points of the text.

1. Results

List the specific observable outcomes you want. Which specific behaviors, attitudes and values do you want participants to become aware of?

2. Content Skill

List the skill to be learned. Indicate if it is going to be focused on as a work, people, or self skill.

3. Theory Session (Cognitive)

In the theory session the facilitator gives a definition or description of the skill. A personal example may be provided by the facilitator to enable the participants to relate the skill to their personal frame of reference. When to use the skill is then presented. The focus of the theory session is to have participants conceptually and cognitively understand the skill.

4. Practice Session (Psychomotor)

The facilitator first demonstrates how to do the skill. Next, the facilitator has participants use the skill following the "How To Do Steps". Lastly, the facilitator has participants modify and adapt the "How To Do Steps" to their own style. The focus of the practice session is to have participants physically do the skill or use the knowledge in a short practice activity.

1. Results	3. Theory Session (Cognitive)	4. Practice Session (Psychomotor)	5. Structured Real Life Session (Affective)
2. Content Skill (Work, People, Self) (Skill, Knowledge)			
6. Change Phases			
7. Instructional Techniques			
8. Reflective Feedback			
9. Values Role Modeled			
10. Principles Checklist			

Figure 9: **Putting It All Together Form**

This form is used to design a leadership training program using the elements of the Wholistic Leadership Development Model.

5. Structured Real Life Session (Affective)

The participants now use the skill in a longer structured real life session. This session is designed so that participants will be able to successfully use the skills. The focus of this session is to have participant's emotional self involved in using the skill or knowledge in the activity.

6. Change Phases

The skill taught and the type of session determine which phase of the change phases to focus on. Next, the facilitator focuses on how to increase change and which domains of self to link the skill or knowledge.

7. Instructional Techniques

Determine the appropriate instructional techniques for each of the sessions.

8. Reflective Feedback

The facilitators first determine the feedback and the feedback activity. Next, they determine which specific questions will be used for reflective feedback to relate the skill to the change phases. Begin by having the participants give themselves feedback on their personal strengths and on what they did right in the "How To Do Steps". Next, have participants identify one or two things they would change. Later in the leadership training program have participants receive feedback on their strengths from others. In the practice session participants may give each other feedback on the "How To Do Steps" of the skill. This feedback is on skill development only and not about the person.

9. Values Role Modeled

Determine the most important personal, team, and organizational values which are consciously going to be role modeled during the sessions by the facilitators. Different values can be role modeled throughout the leadership program.

10. Principles

To ensure the success of the leadership program, the facilitators ask the following questions:

(1) Am I starting where people are at?
(2) Did I find out where people want to go?
(3) Am I doing what works to help people get there consciously, willfully, and positively?

With these three questions in mind, the facilitators review each section of "Putting It All Together" form to ensure the principles are being adhered to.

The Blue Lake Centre Youth Leadership Seminar: A Practical Programmatic Application Of The Wholistic Leadership Development Model

The statement of the problem indicated that the second way this study sought to contribute to the improvement of leadership training methods was by documenting in detail how the Wholistic Leadership Development Model was operationally used to design and facilitate the content and processes of the Blue Lake Centre Youth Leadership Seminar. This section will present how the model was specifically used to design and facilitate the Blue Lake Centre Youth Leadership Seminar. Every detail of the seminar does not necessarily correspond exactly with every detail of the model. This was not the intended purpose of the model or the seminar. The model was intended to serve as "an open, flexible framework, guide, plan, or reference" to design leadership training programs. An individual or group could have used all of the model or parts of the model to design a leadership training program. This section will concentrate on content skills, change phases, how to increase changes in an individual; conscious, willful, positive change and the facilitation process from the model. This section will end with a brief overview of the Blue Lake Centre Youth Leadership Seminar.

Content Skills

In the Wholistic Leadership Development Model the content skills are those things which a person learns. It is the subject matter or topics presented during a leadership training program. The content skills include both the conceptual knowledge and the physical skill development of the subject matter presented. Most of the content skills taught at the Blue Lake Centre Youth Leadership Seminar (see Appendix I) were considered people and self skills. The outdoor activities of rock climbing, navigation, orienteering, and canoeing were considered work skills. These work skills were presented as challenges so participants could practice using the people and self skills in structured real life experiences. As an example, in rock climbing a participant could practice active listening when he was forty feet up a cliff, dangling on a rope. The participant would be required to listen for directions from the other participant who was holding the rope that would prevent injury if a fall occurred.

The content skills selected for the seminar were chosen because of the facilitation team's experience in conducting youth leadership training programs. They decided what they thought were the most important leadership skills the youth participants should learn. Many useful skills were not presented because the focus was on what participants would learn quickly and easily, and what participants could easily apply when they were leading back in their associations. A second criteria for selecting the specific content skills was a practical one. The facilitator who taught the skill had to be competent and confident in doing so. This was to ensure the best possible learning for participants and to deliver a high quality program for which the Blue Lake Centre was known.

Change Phases

In the Wholistic Leadership Development Model the change phases are awareness, acceptance, assessment, choosing, action planning, and new learning transfer. Any session or activity during the leadership seminar could have overlapped from one phase to another phase with any participant.

The awareness and acceptance phases were considered the most important phases the facilitation team could structure to enable participants' personal change to begin. Most of the reflective feedback in the leadership seminar focused on creating positive awarenesses about oneself and others, and on creating positive acceptance of oneself and others. The elements of the leadership seminar that were designed to achieve this were the key group debriefings and the activity debriefings. Through the use of open-ended questions participants' perception and attention were focused on becoming aware of their experience during the day and what their experience meant to them. Through the small key group debriefings participants could share what was happening within themselves and also learn what other participants experienced. It was this sharing of daily experiences with others that helped create the positive acceptance of oneself and others. A participant would learn the similarities and differences, and the strengths and weaknesses of oneself and others. A participant would learn that in some ways everyone was the same and in some ways everyone was different. As an example, the outdoor activities were partially chosen because of the diversity in abilities, skills and experience needed to do them. Specifically, canoeing allowed those people with upper body strength to excel, while rock climbing required agility. Therefore, a male probably would have done better in canoeing than a female. However, when it was time to do a climb on the rock face that had an overhang, the same male who excelled in canoeing may not have been able to do the overhang. When a female completed this difficult climb it would bring an awareness and acceptance of the different strengths of the individuals. The debriefings could also bring this out. Although the key group debriefings intended to concentrate on what happened to participants in the present situations in the seminar, many associations with past and future situations also took place.

The assessment phase was incorporated through the individual reflection feedback activity of "self-talk". Because of the research, only the A Group was asked questions which helped them assess their leadership. On day two the A Group reviewed their past leadership situations, on day three they looked at their present leadership, and on day four they fantasized about their future leadership situation (see Appendix E). The B Group was asked to reflect on other questions not related to leadership.

The choosing and action planning phases went together during the seminar. The A Group was given three hours of "Eight Step Goal Achievement" (see Appendix E). The purpose was to assist participants in taking insights from the seminar to set personal leadership goals, establish the small steps to achieve the goals, and to have a time frame to achieve the goals within. The B Group was given other leadership topics on group dynamics.

The new learning transfer phase is the follow-up to help participants implement the action plans. This was not done because it was outside the scope of the research and the seminar.

How to Increase Changes in an Individual

In the Wholistic Leadership Development Model the change phases provided the overall framework to create change in a person. Within this framework, four other elements are highlighted to enhance the probability that change in a person will take place. These elements are: (1) involve all domains, (2) increase responses, (3) direct the responses, and (4) sequentially direct the responses.

a. Involve All Domains of Self

In the seminar, specific sessions and activities were designed to involve participants' physical (Psychomotor), emotional (Affective), thinking (Cognitive), and spiritual domains of self. To involve the physical part of participants, the outdoor activities of rock climbing, navigation, orienteering, and canoeing were done each afternoon. Each participant would experience a different outdoor activity each day in which they could physically challenge themselves. To involve the emotional part of participants, the rock climbing activity was briefed focusing on feelings participants were experiencing before they actually started climbing. Afterwards, the rock climbing activity was debriefed, focusing on the feelings participants experienced during and after the climb. One of the indoor sessions taught participants how to describe personal feelings and also how people expressed their feelings differently. A by-product of the positive nature of the seminar was participants became teary-eyed during the campfire sharing circle. The intention of the facilitation team was not to create a mushy closure, but the team understood that this could happen because of the caring and supportive atmosphere of the seminar. The sharing of feelings was accepted by the facilitation team as a natural form of expression. The thinking part of participants was involved in all activities but was highlighted during the "self talk" reflection time. The spiritual part of participants was not focused on during any specific session or activity. However, the natural setting of the Blue Lake Centre and outdoor activities done in the natural environment prompted some spiritual associations to happen. The key point is the range of indoor sessions and outdoor activities was intended to have impact on the "whole or total person" and thus create more opportunity for change to happen.

b. Increase the Responses

Increasing the responses in the psychomotor, affective, cognitive, and spiritual domains in participants also acted as a catalyst for participant changes. Increasing participants' responses was done through varied intensity, duration, and repetition.

i. Intensity

Intensity is the amount of psychomotor, affective, cognitive, or spiritual energy, strength, or force required by the participant to do an indoor session or an outdoor activity. Some of the indoor sessions and outdoor activities were specifically chosen because they would involve high participant intensity in doing them. The outdoor activity that increased participants' emotional intensity the most was rock climbing. One indoor session that increased participants' emotional intensity was "Ins and Outs" during which one participant of the group was briefed to tell the rest of the participants about the fire regulations at the Blue Lake Centre. Unknown to this one participant, all other participants were told to totally exclude this individual from the group. This session took five minutes to prepare, three minutes to actually do, and thirty minutes to debrief. Because this was such an emotionally charged session it is recommended the excluded person be carefully selected. The excluded person must have high self-esteem, otherwise this exercise could be emotionally damaging to them. Also, the facilitator who debriefs the exercise must be highly skilled.

ii. Duration

The facilitation team believed it was more important for participants to become competent in doing five or six skills than it was for them to know about 20 or 30 skills. Therefore, there was adequate time given for the learning and practicing of the indoor skills. From the facilitation team's experience, the six-day format for the seminar was enough time for skill learning and practice. Most importantly, enough time for participants to start changing in a supportive and caring environment. Part of this duration for the whole six-day seminar was created through the intensity of the long days. The structured part of each program day started at 7:15 a.m. and ended after 10:30 p.m. This made for over 15 hours of programming each day.

iii. Repetition

Repetition is the learning of a skill in one session and using it in another session. The theory, practice, and structured real life sessions were designed to allow this repetition to take place. For example, the skill of paraphrasing taught during the morning indoor session provided participants with the theory base and skill practice. The afternoon outdoor activity provided participants the structured real life experience to use the paraphrasing skill. Having structured real life activity sessions each afternoon allowed participants continual opportunity for skill practice.

c. Directing the Responses

The key point about directing the response is to enable participants to derive personal meaning about what their experiences have meant to them by asking questions which create awareness. This was done mainly through the key group debriefings, the outdoor activity debriefings, and the "self talk" reflection times.

d. Sequentially Directing the Responses

The key point is to sequentially direct participants' responses through the change phases. Most of the time in the seminar was spent creating awareness and developing acceptance in participants. Choosing and action planning took place only on the last two days of the A Groups' seminar during the "Eight Step Goal Achievement" exercise (see Appendix E).

Conscious, Willful, Positive Change

One of the goals of the change process phases was that participants would change consciously, willfully, and positively (see p. 60).

a. Conscious Changes

The major seminar program elements that the facilitation team designed to assist in participants' conscious change were the reflective feedback activities of: (1) key group debriefings, (2) outdoor activity debriefings, (3) indoor session debriefings, (4) reflection time, and (5) personal contracting.

i. Key Group Debriefings

The key group debriefings were generally held at the end of the day. They were based on ideas of the author's (Benson, 1981) earlier research and on ideas of the other facilitation team members. The ratio was one facilitator to eight youth participants. The adult participants had their own debriefing. This was so the adults would not monopolize or otherwise inhibit the youth's learnings. Also, the adult participants were more interested in topics, such as: finding out about the process of the Wholistic Leadership Development Model and how the seminar was designed and facilitated using the model. The facilitation team met each evening of the seminar before the key group debriefing to generate four to six questions which would be asked of the participants. The facilitators conducted their key group debriefing in their own way and style. The questions were used as a guide and many variations of key group debriefings did occur. The questions were structured so that the first question set the tone. It usually was a recap of the days' events, starting with the morning madness and ending with the group in the present. For a fuller explanation about debriefings see Appendix J. The key point was the key group debriefings were used to bring to the conscious awareness of participants, the sessions and activities, what participants thought or felt during those experiences, and what the experiences meant to participants in relation to leadership.

ii. Outdoor Activity Debriefings

Each of the four outdoor activities was also debriefed. Each activity had a different learning objective, therefore, the questions asked for each debriefing were different. For example, in the navigation activity (see Appendix I) participants used a topographic map to hike around a lake. At the start of the activity participants chose one task function to practice in their group while their group found their way through the forest from point A to point B. At point B the activity debriefing questions focused on things the group did well and on changes the group needed to make to improve team functioning. A question was also asked about which task function each participant used and what it was like for him or her to practice it. Next, participants were asked to select one maintenance function to practice during the last half of the navigation activity. Lastly, participants were asked to do their exact opposite behavior and assume the leadership style opposite to their accustomed style. If a participant was always out front leading the group they were to try and become a follower by going to the end of the group. Likewise, if a participant was at the back of the group he or she was to now take the map and begin leading the group. The group was then told their challenge was to start at point B and go to point C without following any route they previously had been on. At point C the navigation activity was again debriefed, this time on the maintenance function practiced and what it was like to use the skill. This debriefing also focused on what it was like to do behaviors which were opposite to your preferred style and how hard it was to change. Another question asked was if participants gained any insights from seeing others change or from seeing oneself change.

iii. Indoor Session Debriefings

Two indoor session debriefings took place after two simulation games. These games were "Ba-Fa Ba-Fa" and "Road Building". The simulation game debriefings focused on awareness and acceptance of others, especially of people who were different from oneself. From these debriefings participants gained insights about people from the micro-interpersonal level to the macro-world level.

iv. Reflection Time

During the seminar "self talk" (see Appendix I) allowed participants to think about assigned questions, to day-dream, or to reflect on other personally relevant things. For some participants it took the form of just lying back and soaking in their surroundings. Others wrote prose or poetry in their journals, and others drew pictures.

v. **Personal Contracting**

This session assisted participants in developing and achieving personal goals during the seminar. Participants' personal goals and their progression towards achieving them were reviewed in the evening key group debriefings.

b. **Willful Changes**

A postulate for the model was that each participant would choose to change or choose to remain the same. One of the beliefs of the facilitation team was that one should not try to force a person to change. If long-lasting change was to happen to a person, he or she must have willfully desired to change. Empowerment was also one of the goals of the Wholistic Leadership Development Model. To empower, equip, and enable people meant to put participants in charge and in control of what they wanted to do for themselves. The facilitation team believed that it could be just as empowering for a participant to willfully decide to remain the same as it could be for a participant to decide to change. What the facilitation team attempted to do was establish a safe, supportive, and encouraging environment in which a participant could begin to explore trying new behaviors if he or she wished. During the seminar a norm was established that if a person did not want to change that was acceptable. Another norm established at the seminar was it was acceptable not to take part in all, or any part of an activity or session.

c. **Positive Changes**

During the seminar the application of this principle meant that as many of the indoor sessions and outdoor activities as possible were designed to enable participants to have a high probability of success in doing them. The reason they were designed for success was because accomplishing them would start to build the competence and confidence within participants. Therefore, there were several ways to succeed at doing the session or activity. For example, the getting-acquainted initiative activities which took place on the first evening guaranteed success because there was no "wrong" way to do them. However, every way each group chose to do them was a "right" way. For most of the indoor morning sessions, participants learned the skills easily and quickly because of the detailed lesson plans the facilitators had developed for them. For example, many of these indoor sessions had mnemonic acronyms so participants would remember them. As an example, "Fiber" was the acronym used to help participants remember the key points about active listening which were "following, I-you statements, body posture, eye-contact and responding". Most of the afternoons' outdoor activities could also be done in a variety of ways. For example, rock climbing had four routes up the rock face for participants to choose from. Whether participants were advanced climbers or afraid of heights they could choose routes which would challenge them. Success was also ensured through the support by the other participants for the attempt people made and their decision to risk within themselves. Most importantly, they would probably succeed at the route they chose. If a participant's route choice was either above or below his or her abilities, they could do a different route on the next climb. The facilitation team also believed that a participant's experience in choosing the level of his or her challenge and risk empowered the person.

Facilitation Process

In the Wholistic Leadership Development Model the facilitation process is the process through which a person is taught. Its components include (1) instructional techniques, (2) sessions, (3) reflective feedback, (4) values, and (5) principles. In the model 'facilitate' also means to assist participants in deriving personal meaning from their experiences. Facilitators do this especially in the debriefings by asking questions which create conscious awareness in participants of what they have experienced in the indoor sessions or outdoor activities.

Instructional Techniques

Some of the various instructional techniques and teaching methods used during the seminar were lectures, lecturettes, small group discussion, dyads and triads, initiative tasks, skill challenges, simulation games, video replay analysis, and outdoor activities. The key point was the facilitation team was aware of the general learning styles of participants (Bundler and Grinder, 1979). Therefore, within each session or activity the knowledge or skill tried to be presented in a manner which would meet the needs of the visual, auditory, and kinesthetic learners. For example, the skill of describing another person's behavior was presented in this way. The facilitator did a skit (visual) with the participants being part of the skit (kinesthetic). Then the facilitator asked (auditory) for participants' comments on what they saw and heard the facilitator doing, how the facilitator was communicating, and what their interpretation of the facilitators' behavior was. Next, posters (visual) with the definition and the steps of how to do a behavior description were put up and read (auditory) aloud by the facilitator. After this the facilitator asked for volunteers to come up and role play (kinesthetic) skits. These skits were analyzed, repeating the same process the facilitator used. These skits, with the audience participation, were done several times. This format of facilitator demonstration, posters with definitions and how-to-do steps, and then participant participation or practice was done in a similar manner for the other communication skills of active listening, paraphrasing, description of feelings, and perception checks. Therefore, the facilitation team attempted to meet the needs of participants' different learning styles.

Sessions

The four types of sessions used in the seminar were theory sessions, practice sessions, structured real life sessions, and unstructured real life sessions.

The theory sessions provided the abstract principles, rules, definitions, and modes of operation. The practice sessions took a segment of a theory session and had participants practice it in a given context. The structured real life sessions took the practice session to the next level of understanding and application. This was using the skills or knowledge in a challenging activity in which participants would have controlled, low risk, real life consequences for their actions. During the leadership seminar the theory and practice sessions generally took place in the morning. In the afternoon the structured real life sessions were the outdoor activities of rock climbing, navigation, orienteering, and canoeing. Participants were able to practice the knowledge and skills they learned in the morning during the afternoon outdoor real life activities.

Unstructured real life sessions needs to be explained more fully. Unstructured real life sessions are those things that happen during the leadership training program which are not planned for, but which provide opportunities for participants to use the content skills they have learned or to gain insights and understandings from others. Some of the unstructured real life sessions included meal times, breaks, and free time. It was during these times a facilitator could have personal contact with participants. This time was used by the facilitation team to make personal contact with every participant. Some of the most important participant learnings take place during these times. For example, during the August seminar one facilitator and one participant sat outside a cabin till two in the morning discussing religion and God, the purpose of life, and what goals to pursue. Three months later that participant told the facilitator his average in school increased by twenty percent. Now that evening talk was not the only factor that contributed to the participant's grade increase, but it was one factor. Another example, from a leadership seminar not associated with this study, was when a female facilitator and three female and two male participants had lunch. They discussed personality strengths and how one had to flex a little to meet the needs of other people when one did activities with them. One male participant said, "That isn't true. You do not have to flex to work with others! After all, look at our group here! We are working very well together and no one is flexing." Immediately one female and one male blurted out, "I'm flexing so I can work with you!" The learning by the first male was powerful. The discussion continued on as to how and when the other two were flexing. This caused the person to re-evaluate the idea of flexing to meet other peoples' needs.

Reflective Feedback

The type of reflective feedback used in the seminar was formal structured feedback. The main source of reflective feedback was the individual sharing with other participants what the experience meant to oneself. The major feedback activities were the debriefings; key group, outdoor activity, and indoor session. Reflection time and journal writing were also used during the "self talk" activity. A sharing circle was also done (see Appendix I). For a further description of how-to-do debriefings, sharing circles, and thoughts for the day see Appendix J.

Values Role Modeled

The facilitation team agreed with the idea from the model that ". . . values are the first things followers learn from us (see p. 71). At the start of the planning for the leadership seminar the facilitators identified their most important personal values. They were aware of their own personal values and other team members' values. They also decided on the most important personal, team, and organizational values the facilitation team would try to live out and role model during the seminar. These values were: congruence in behavior, egolessness, caring and concern for others, respect for and honoring others, allowing people to change in their own way, appropriate self-disclosure, appropriate risk taking, and positiveness.

a. Congruence in Behavior

The facilitation team determined congruence in behavior was the most important value they would try to role model. The facilitation team believed that if they could not live out and role model the other values, and if they could not use the skills they themselves taught, how could they expect participants to use the skills taught or to think the other values were important. Participants would be receiving double messages from the facilitation team. A discrepancy would exist between what the facilitation team said and what they did.

b. Egolessness

The second most important value the facilitation agreed on was they were there to help the youth participants learn, grow, develop, and change. They were not there for their own aggrandizement, to boost their egos, or to become guru's for the youth. They were egoless in the sense of trying to be "servant leaders" while still meeting their own personal needs in appropriate ways.

c. Caring and Concern for Others

The facilitation team planned for the genuine caring and concern of all youth participants by having daily personal contact with each of them. With 50 participants it would have been easy to lose a participant, or to let someone go unnoticed and slip through the cracks. The facilitation team randomly divided up all of the participants into equal numbered groups for each facilitator. Each facilitator then had the responsibility for making personal contact with each person in their group each day during the unstructured times. This included such things as having a meal with two or three participants, talking with a participant during a coffee break, having a sauna with them, or sitting up late at night sharing and discussing with a participant or small group of participants. It was during these unstructured times that a facilitator could truly get to know participants. The key point was that for value and skill role modeling to be successful, personal contact by a facilitator with every participant each day was considered a must.

d. Respect for and Honoring Others

The facilitation team respected and honored all participants, believing each and every participant was important and of equal worth. The facilitators practiced "unconditional positive regard" accepting where each participant was at in his or her development as a person and as a leader. The belief was all participants were perfect just as they were and were doing the best they could do with the abilities, talents, and skills they had. However, when the facilitation team had to deal with inappropriate behavior they separated the good in the participant from his or her inappropriate behavior. They accepted, respected, honored, cared for, and loved the good in the participant while at the same time dealing with his or her inappropriate behavior. This was done in such a way as to maintain the self-esteem and self-respect of the participant. It is important to note that only on rare occasions did a facilitator have to deal with a participant's inappropriate behavior.

e. Allowing People to Change in Their Own Way

The facilitation team believed they were changing the world, "one person at a time because even one person was important". However, the facilitation team did not have a standard, or measure, or vision, of what participants were to change to. This is one of the most difficult concepts to explain to people who have not experienced the seminar. The facilitation team had no preconceived idea or notion of what participants were going to change to. The goal was that each participant would change in the ways he or she wanted to. The goal was not to create clones of the facilitation team or of any other leader. The goal was to unlock the potential of every participant by assisting him or her to become what he or she wanted to become. This is the reason they called themselves facilitators; assisters. They created the positive, caring, supportive environment which made it easier for a participant to try out and explore a variety of new behaviors. A question that had always been asked of the facilitation team was, "What if a participant did not want to change?" The answer always was, "That is okay. That is each participant's right." The belief was that you could not force a participant to change. The facilitators believed the participants would choose the behaviors, attitudes, and values they wanted to change. The facilitators also believed participants would choose things they did not want to change. Putting participants in charge of things they wanted to change and things they wanted to keep the same empowered them. The facilitation team also believed that any change in behavior, attitudes, and values was difficult. Because of this the facilitators also believed participants would change in their own ways at their own rates. Therefore, the facilitators may have seen some participants outwardly change on the first day, others change on the last day, and still others not change at all. These different rates of changes were accepted and respected by the facilitators. An added note is the facilitators also believed they would learn, grow, and change because of the seminar.

f. Appropriate Self-Disclosure

In the first evening the community norm of appropriate self-disclosure was established. Throughout the seminar in both the indoor sessions and the outdoor activities the facilitators role modeled appropriate self-disclosure by providing personal examples from their own lives that would highlight the content they presented.

As an example, during the "Pinch Theory" the facilitator gave two personal examples of little pinches he had with his spouse, one over squeezing versus rolling the toothpaste, and the other over not folding up the bath towel properly after drying oneself. It was these personal examples that also enhanced facilitators' congruent behavior.

g. **Appropriate Risk Taking**

The facilitators taught how to take appropriate risks by verbalizing the value of risking and the uncomfortable feelings associated with stretching oneself, and going a little bit out of one's comfort zone. Some of the facilitators role modeled appropriate risk taking when they presented a new activity or session. After presenting it they informed the participants that this was new for them and that they were risking. The facilitators also verbalized that appropriate risk taking was one of the first steps in change.

h. **Positiveness**

The facilitation team wanted to create a positive, supportive, encouraging environment in which participants would feel safe enough to try out new behaviors. One way this was done was to focus on everything positive that happened during the seminar. For example, the key group debriefings, and the activity session debriefings concentrated on the things participants did well. Another way this was done was to plan the sessions and activities with a variety of alternative ways of doing them so each participant could be successful at his or her skill level. An example was the "Bi/Polar" personality assessment. It was chosen because it focused entirely on strengths and because it taught participants how to appropriately use their strengths. The facilitation team even turned making mistakes into a positive experience for the participants. The facilitation team role modeled making mistakes because they let participants know when they made an error. One of the learning norms during the seminar was that a person could not do everything totally correct the first time. It was acceptable to make mistakes because this was how learning took place. However, if a participant considered that he or she totally and miserably failed at doing something, a facilitator attempted to turn around the failure so the participant could learn something positive from his or her negative experience. Lastly, the facilitation team designed in a wide variety of indoor sessions and outdoor activities with the hopes that each participant would excel at doing one of the sessions or activities.

Principles

The three principles of the facilitation process were, as mentioned before, (1) "start where people are at". (2) "find out where people want to go", and (3) "do what works to help people get there consciously, willfully, and positively". These principles were used as guidelines and checks for the leadership seminar. The first check was in planning the leadership seminar. The second check was in reviewing the planned leadership seminar agenda content and processes. The third check was during the leadership seminar to ensure it was on target to meet the stated objectives and to also meet participants' expectations. The three principles formed part of the facilitation team's beliefs about what was necessary to deliver a successful leadership training program. The facilitation team used these principles most during the facilitation team debriefings which took place each evening. To ensure a high quality leadership seminar, different facilitators asked the three principles as questions. This resulted in a revision of the seminar agenda on day three with the deletion of, "vertical/lateral thinking", "the pinch theory", and "environmental awareness". It also resulted in the deletion on the last day of "journey and friendship" which were replaced by a guided imagery activity. In summary, the three principles were applied as guidelines, checks, and questions to the overall design of the seminar, to the specific content included in the seminar, and to the specific processes used in the seminar.

Blue Lake Centre Youth Leadership Seminar Overview

This section will provide a brief overview of the Blue Lake Centre Youth Leadership Seminar.

Day One

The first evening was spent having participants become acquainted with each other. All of the activities were designed to quickly and nonthreatenly meet the "forming, belonging, security, etc. needs of individuals". This would start the development of the trust needed for small group development and eventually whole community development.

Day Two to Day Five

These days began with a pre-breakfast activity, the purpose of which was to start the day together as a whole community. The mornings were spent in indoor sessions, learning and practicing skills which would be used in the afternoon's outdoor activities.

After lunch participants were assigned to four activity groups. The activities were rock climbing, navigation, orienteering, and canoeing. These activities took up all of the afternoon. Each day a group did a different activity each day until they had experienced all four activities.

After supper individuals spent time by themselves for individual personal reflection. Questions were assigned each day to enhance individuals' reflections of the day and how the morning sessions and afternoon activities related to leadership. This also allowed participants time to be alone by themselves. This was followed by other sessions of various topics.

After these sessions it was "key group debriefing" time. Participants' small key group of eight people was different from their activity group. However, once assigned, they kept in the same key group and the same activity group for the duration of the seminar.

After this it was free time and then lights out. A typical day would have programming start at 7:15 a.m. and end at 10:30 p.m.

An exception was the last evening which included a campfire. The campfire began the closure of the seminar and the going home process. The theme of the campfire was, "What I will tell people back home about this seminar."

Day Six

The last morning was spent in closing the seminar and saying goodbyes. All of the activities on the last day were designed to finalize the closure process begun the evening before during the campfire. This was to ensure that participants left emotionally solid and on firm ground, thereby lessening the possibility of an emotional afterdrop effect. Participants were excited and ready to leave Blue Lake Centre to begin to utilize their new learnings as opposed to wanting to stay and feeling that they were not ready to leave. Participants had lunch and then the final farewell.

So readers will have an indepth understanding of the Blue Lake Youth Leadership Seminar design and facilitation a detailed description of its agenda, content and processes of each session and activity are found in Appendix I. To understand the "lived experience" of a "typical youth leader" who attended the seminar a "week in the life" ethnographic account is provided in Chapter 6, p. 110.

Chapter Summary

This chapter attempted to satisfy the first three objectives in the problem statement by:

(1) providing a detailed explanation of the Wholistic Leadership Development Model and an overview of how to use the model to design and facilitate a leadership training program,

(2) showing in detail how the model was operationally used to design and facilitate the Blue Lake Centre Youth Leadership Seminar,

(3) documenting each Blue Lake Centre Youth Leadership Seminar session with its name, learning objective, description, rationale, and participant comments (see Appendix I).

IV. METHODS AND PROCEDURES

Introduction

Both qualitative and quantitative methods were used to gather data needed to fulfil the objectives of this study. This chapter describes the methodology, research design, subjects, instruments, pilot studies, data collection procedures, data analysis techniques and how the data results were interpreted.

Methodology

In accordance with the purpose of this study to examine a leadership training seminar and document its conceptual base, content, processes and effects upon participants both qualitative and quantitative methodologies were used. The decision to emphasize both types of methodologies for obtaining data was based on the presupposition that these two research approaches were necessary to address the objectives and to allow for a more in-depth understanding of the specific research questions. This case study should essentially be considered descriptive even though quasi-experimental research techniques were utilized. Yin (1984, p. 23) asserted,

> "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used."

Yin (1984, p. 25) also said the applications of case studies were:

1. To explain the casual links in real-life interventions that are too complex for the survey or experimental strategies.
2. To describe the real-life context in which the invervention has occured.
3. To evaluate, in a descriptive mode, from an illustrative, even journalistic account of the intervention.
4. To explore those situations in which the intervention being evaluated has no clear, single set of outcomes.

Issac and Mitchell (1975, p. 14-15) also defined descriptive research as "to describe systematically a situation or area of interest factually and accurately." It is used in the literal sense of describing situations or events and does not necessarily explain relationships, test hypotheses, or make predictions (Issac and Mitchell, 1975, p. 18). However, it was also believed that quasi-experimental methods must be used for part of the study. Issac and Mitchell (1975, p.p. 14-15) stated that "quasi-experimental methods approximate the conditions of a true experiment in a setting which does not allow control and/or manipulation of all relevant variables". One of the variables that is usually not controllable in the treatment is the random assignment of subjects to groups.

In this case study descriptive methods were used for the first four objectives:

(1) to provide a detailed explanation of the Wholistic Leadership Development Model (see p. 48),

(2) to provide a detailed description of how the Wholistic Leadership Development Model was utilized to design the Blue Lake Centre Youth Leadership Seminar (see p. 76),

(3) to provide a detailed description of the content and processes of the Blue Lake Centre Youth Leadership Seminar (see Appendix I), and

(4) to provide an assessment of participation in the Blue Lake Centre Youth Leadership Seminar on the self-perceptions of the leadership effectiveness among selected youth leaders (see p. 129).

Quasi-experimental methods were used for the fifth objective. This was:

(5) to provide an assessment of the effects of action planning on youth leaders goal achievement behaviors (see p. 167).

Research Design

To evaluate the effects of the Blue Lake Centre Youth Leadership seminar on youth leaders' self-perceived leadership effectiveness, quantitative data was collected on the Leadership Assessment Questionnaire through the use of a two group; pretest-thentest/posttest design (Cronbach and Furby, 1970, p. 6; Leedy, 1985, p. 215). The type of data required was dictated by the descriptive quasi-experimental nature of this part of the study and was described in the objectives and research questions (see p. 1).

In order to evaluate the effects of the Blue Lake Centre Youth Leadership Seminar on the youth leaders' personal changes which in turn affected their leadership effectiveness, interviews with each youth leader were conducted approximately three months after each leadership seminar. This qualitative data described the self-perceived personal changes within the youth leaders. The interview data was also quantified to ascertain the frequency of these personal changes within the youth leaders. The reasons the interviews were conducted three months after each leadership seminar was to allow time for the youth leaders to return to their associations and to use any knowledge and skills gained.

Battle's Self-Esteem Inventory (Battle, 1981) was also administered the first day of each leadership seminar and approximately three months after each leadership seminar to quantitatively assess the effects of the leadership seminar on youth leaders' personal development.

To assess the effects of the specific leadership seminar sessions on the youth leaders' perceptions of their leadership effectiveness, the Leadership Seminar Questionnaire was administered three months after each leadership seminar. This provided both quantitative and qualitative data.

The Action Planning Questionnaire was administered three months after each leadership seminar to evaluate the effects of the action planning session on the youth leaders' leadership effectiveness.

A fundamental research principle that assists in enhanced reliability and validity is the use of multiple sources of evidence. In this study the predominant focus was the youth leaders' perceptions of the leadership seminar and its effects upon them. This was evaluated using seven different qualitative and quantitative instruments. Web, et al., (1968, p. 3) have called this "triangulation of measurement". Campbell and Fiske (1959, n.p.) claimed:

> . . . the most fertile search for validity comes from a combined series of different measures, each with its idiosyncratic weaknesses, each pointed to a single hypothesis. When a hypothesis can survive the confrontation of a series of complementary methods of testing, it contains a degree of validity unattainable by one tested within the more constructed framework of a single method.

Subjects

The Population

As identified by the Volunteer Leadership Development Section, Alberta Recreation and Parks, the specific Provincial Youth Associations utilized as the population were the Boys and Girls' Clubs of Alberta, Boy Scouts of Canada, Army Cadets, Air Cadet League of Canada, Girls Guides of Canada, Junior Forest Wardens, Canadian Girls In Training, Duke of Edinburgh Awards, 4-H, Young Men's Christian Association, Young Women's Christian Association, Navy League of Canada, and the Red Cross Society. Youth Leaders were also invited from Jasper Place High School, Austin O'Brien High School, and the County of Strathcona. The population for this study consisted of all individuals aged 14 to 17 inclusive, who served as youth leaders in a provincial association.

The Sample

The sample for this study consisted of all those youth leaders selected from the Provincial Youth Associations listed above who attended the Blue Lake Centre Youth Leadership Seminars held during July and August, 1987. Each association was invited to select six youth leader delegates and three alternate delegates to attend the seminars. Each association was reserved three spaces in each of the two seminars. After the specified cutoff date, the alternates were allowed to attend on a first-registered basis. In total there could have been a maximum of seventy youth leader delegates attending the two seminars. Each seminar could have a maximum of thirty-five youth leader delegates. The selection of the youth leader delegates was the responsibility of each association. Thus, the criteria for selection varied. However, for many of the associations, competitions were held with the winning youth leaders choosing from a variety of leadership opportunities and experiences sanctioned by their association. Thus, the Blue Lake Youth Leadership Seminar could have been a first, second, third, or even last choice by any individual youth leader delegate. Youth leaders were also invited from Jasper Place High School, Austin O'Brien High School, and the County of Strathcona. Because an action planning session was given only to the July subjects they were called the A Group. The August subjects were called the B Group.

Instrumentation

The seven instruments used to gather data for this study were:

a. the Leadership Assessment Questionnaire (LAQ);
b. the Leadership Seminar Questionnaire (LSQ);
c. the Action Planning Questionnaire - A Group (APQ-AG);
d. the Action Planning Questionnaire - B Group (APQ-BG);
e. Battle's Self-Esteem Inventory (B);
f. Personal Interviews (PI), and
g. Debriefing Interviews (DI).

The overall goal of the instruments was to collect the most complete data possible to enable a complete and accurate description of the leadership seminar and its effects upon participants.

a. Leadership Assessment Questionnaire - (LAQ)

The Leadership Assessment Questionnaire was designed to measure changes in the youth leaders' leadership effectiveness (see Appendix C). It was assessed only through the perceptions of the youth leaders and therefore was self-perceived leadership effectiveness. Leadership effectiveness was defined "as being able to do". It was designed by using a modified "critical incident" approach (Latham and Wexley, 1981, p. 41). In the "critical incident" approach information was gathered from adult representatives of the Provincial Youth Associations. These representatives answered a questionnaire which provided space for five examples of the behaviors, attitudes or values which they thought contributed to youth leaders' effectiveness and five examples which they thought contributed to youth leaders' ineffectiveness.

Thirteen Provincial Youth Associations were given four questionnaires each to distribute to adults within their association to fill out. Thus, there were a possible 52 questionnaires. This was followed up with a telephone reminder by the author to the associations that they should fill out and return the questionnaires. Twenty-one questionnaires (40%) were returned in time. The actual number of responses was 263 because most questionnaires had more than ten responses and some questionnaires had less than ten responses (21 questionnaires times 10 responses equals 210 possible responses).

These responses were divided into the categories of work skills, people skills and self skills. This division gave the following response pattern:

- Work Skills - 29/263 = 11%
- People Skills - 123/263 = 47%
- Self Skills - 103/263 = 39%
- Non-classified Responses - 8/263 - 3%

A draft leadership assessment questionnaire of 54 questions was developed to reflect the percentage pattern of responses of the representatives of the Provincial Youth Associations. To reflect each Provincial Association's perspective of leadership effectiveness, breadth rather than depth was focused on. This meant that a single response by one association was given as much weighting as ten similar responses in one area by ten associations. Each response was then developed as one question. Therefore, the questionnaire was designed to measure leadership effectiveness in a generic sense from all of the Provincial Associations' viewpoints and not to omit any association's perspective. This pattern of responses in the resulting questionnaire was as follows:

- Work Skills - 10/54 = 18%
- People Skills - 24/54 = 45%
- Self Skills - 20/54 = 37%

The draft leadership assessment questionnaire was then circulated to five youth leadership training facilitators for their feedback to determine if the questions, as categorized by the author, fell into the categories of work skills, people skills and self skills. Their categorization of the questions followed a similar pattern as the author's classification. The main difference was the transfer of six questions from people skills to self skills, and the addition of several questions to work skills. This also improved the wording of some questions, the deletion of other questions, and the addition of some questions. This revised leadership assessment questionnaire resulted in 55 questions being categorized as follows:

- Work Skills - 11/55 = 20%
- People Skills - 18/55 = 33%
- Self Skills - 26/55 = 47%

To determine youths', aged 14 to 17 years inclusive, comprehension of the language of the draft Leadership Assessment Questionnaire, it was administered to 17 grade ten and 13 grade twelve physical education high school students. This resulted in a few word changes. A subsequent pilot study involving eighteen other high school students also allowed the identification of problems with the wording and the administration of the Leadership Assessment Questionnaire.

In the administration of the Leadership Assessment Questionnaire, the instructions to the subjects were an important consideration in the thentest/posttest. Howard et al's., (1979, p. 5) guidelines for the post/then instructions were followed. These instructions were:

> (1) Subjects will be instructed to respond to each item twice;
> (2) First, subjects will report how they perceive themselves to be at the present (posttest);
> (3) Immediately after answering each question in this manner, subjects will answer the same question again, only this time in reference to how the subjects perceived themselves to have been before the leadership seminar began (thentest);
> (4) Subjects will be asked to make the then response in relation to their corresponding post response to ensure that both responses will be made from the same frame of reference.

The methodological significance of this study was the use of the "thentest" to offset subjects' response shift bias on a self-report instrument (Howard, et al., 1970). Cronbach and Furby (1970, p. 6) asked, "Are pretests and posttests measuring the same variable?" If the pretest and the posttest instruments are measuring the same variable, then an accurate analysis of the effects of an experiment can be made. If they are not measuring the same variable then an inaccurate analysis of the effects will result. According to Howard, et al., (1979, p. 6) the "thentest" measures the same variable and therefore, provides a more accurate analysis of the effects of an experiment.

Preziosi and Legg (1983, p. 48) pointed out the "glowing overestimate problem" in which subjects overestimate their ability, skill, or knowledge on the pretest. Howard, et al., (1979, p. 6) indicated the danger in the use of self-report instruments was the assumption that subjects had an "internalized perception of their level of functioning" to a given variable and that this "internalized perception of their level of functioning" did not change from the pretest to the posttest. Howard, et al., (1979) also indicated that this response may be a concern for researchers in a training program because the subjects may have a different frame of reference when completing a posttest self-report instrument than they did when completing a pretest self-report instrument. The pretest-posttest method does not take into account the possible changes in the subjects frame of reference. To obtain more accurate comparisons, subjects must use the same frame of reference to rate themselves on the self-report instruments. A pretest-thentest/posttest approach makes this possible. This approach eliminates the response shift bias because the subjects have used the same frame of reference on the thentest as they used on the posttest self-report instruments. Pretest and thentest scores can be compared to find out if the response shift bias took place. The thentest and posttest scores can be compared and the differences analyzed based on the same frame of reference. Howard, et al., (1979) give the following explanations for subjects' response shift:

> (1) an increase in the subjects' understanding of the phenomenon under consideration;
> (2) an increased appreciation of their level of functioning on that dimension;
> (3) the amount of time and effort which a subject spends in a treatment might conflict with his/her belief that no real change occurred;
> (4) subjects' memory of their pretest levels (scores).
>
> (p. 21).

Test-retest correlations for reliability were not undertaken on the instrument. Therefore, caution must be exercised in interpreting results from the instrument.

b. Leadership Seminar Questionnaire - LSQ

The Leadership Seminar Questionnaire was designed to measure which Blue Lake Youth Leadership Seminar Sessions the youth leaders thought contributed to their leadership effectiveness when they returned to their back home leadership situation (see Appendix D). The Leadership Seminar Questionnaire was designed from the content of the Blue Lake Centre Youth Leadership Seminar (see agenda Appendix I). A pilot study involving thirteen camp directors and camp programmers was done to assess and improve the wording and administration of the draft Leadership Seminar Questionnaire.

c. Action Planning Questionnaire - A Group - (APQ-AG)

The Action Planning Questionnaire - A Group (APQ-AG) assessed the degree to which the youth leaders thought they achieved the leadership goals they set during the action planning session at the Blue Lake Centre Youth Leadership Seminar (see Appendix E and Appendix F). It also determined the degree to which the youth leaders thought the specific elements of the action planning session contributed to them achieving their leadership goals. The action planning session and the subsequent Action Planning Questionnaire were developed from Benson's (1986) "Eight Step Goal Achievement Model" (see Appendix E).

d. Action Planning Questionnaire - B Group - (APQ-BG)

The Action Planning Questionnaire - B Group - (APQ-BG) assessed the effect of the youth leaders setting and achieving their leadership goals (see Appendix G). It also determined if the youth leaders developed their own techniques, plans or methods to achieve their leadership goals.

e. Battle's Culture-Free Self-Esteem Inventory - (B)

Battle's Culture-Free Self-Esteem Inventory (Battle, 1981) assessed the effects of the leadership seminar on youth leaders' self-esteem (see Appendix H). It is a culture-free self-esteem inventory used in Alberta and North America. The test-retest correlations for a group of 127 males and females enrolled in an introductory educational psychology course was .81. The value for males was .79, for females .82 (Battle, 1982).

f. Personal Interviews - (PI)

The Personal Interviews assessed the personal changes of the youth leaders. This determined if any of the personal changes affected the youths' leadership effectiveness. The interviews were thematically analyzed (see p. 106) to look for patterns related to the effects of the Blue Lake Centre Youth Leadership Seminar on youth leaders (see p. 135). The Personal Interviews also provided data to enhance the description of youth leaders' experiences during the leadership seminar (see Chapter V, p. 110).

g. Debriefing Interviews (DI)

Six Debriefing Interviews of two key groups during the leadership seminar were tape-recorded and later transcribed. This also provided data to enhance the description of youth leaders' experiences during the leadership seminar (see p. 110 and Appendix I).

The Pilot Studies

A pilot study was conducted involving thirteen camp directors and camp programmers. They participated in a seminar which taught them how to design and facilitate their own leadership training programs. This seminar followed the content and the processes of the Blue Lake Centre Youth Leadership seminar. This seminar was also held at Blue Lake Centre on April 5-8, 1987. At the end of the seminar the directors and programmers were administered the Leadership Seminar Questionnaire to determine which elements of the seminar they perceived would contribute most to their leadership effectiveness when they returned to their camp situation. This pilot study helped to locate problems in the Leadership Seminar Questionnaire and its administration.

A second pilot study was conducted with eighteen high school students from the Austin O'Brien Outdoor Leadership Course. They participated in a leadership seminar which was based on the Wholistic Leadership Development Model and which also followed the content and the processes of the Blue Lake Centre Youth Leadership Seminar. This seminar was held at the Yo-Wo-Ch-As Outdoor/Environmental Centre. Fallis, Alberta, in May, 1987. A pretest-thenpost/posttest design was used. This pilot study helped to locate problems in the wording of the Leadership Assessment Questionnaire and also in its administration.

Data Collection Procedures

From the beginning of February to the end of April, 1987, the author and a representative from Alberta Recreation and Parks met with executive representatives from each of the Provincial Youth Associations. The significance and importance of the study was explained to them. They asked questions to clarify their concerns and to determine their roles. All of the executives the author met verbally endorsed the study. No meeting was able to be arranged with the Boy Scouts.

Before the Blue Lake Youth Leadership Seminar began, a covering letter explaining the importance and the significance of this study was sent to each of the local Provincial Youth Association adult leaders who sent delegates to the seminar.

This covering letter was endorsed by the Volunteer Leadership Development Section and by the Department of Physical Education and Sport Studies (see Appendix K). This covering letter was enclosed with the questionnaires and the administration instructions and sent to the local Provincial Youth Association adult leaders whose youth leaders were to attend the Blue Lake Centre Youth Leadership Seminar. Also enclosed was a stamped, self-addressed return envelope.

The data required for the completion of this study relied heavily upon responses solicited through self-report questionnaires. Therefore, the adult leaders of the participants were contacted by telephone to remind them of this study and to answer any questions they had concerning the administering of the questionnaire. These procedures were done for the pretest. The data collection procedures for each instrument will now be described.

a. Leadership Assessment Questionnaire

To ensure the highest response rate and to reduce respondent biases, the local Provincial Youth Association adult leaders administered the Leadership Assessment Questionnaire to the youth leaders. The adult leaders administered the Leadership Assessment Questionnaire during the month preceding the two Blue Lake Centre Youth Leadership Seminars. Following the seminars the posttest version was mailed directly to the youth leaders for them to complete and return.

b. Leadership Seminar Questionnaire

The Leadership Seminar Questionnaire was mailed to the youth leaders after the Blue Lake Centre Youth Leadership Seminars at the same time the Leadership Assessment Questionnaire was mailed.

c. Action Planning Questionnaires

Both types of Action Planning Questionnaires were mailed to the youth leaders along with the other questionnaires.

d. Battle's Self-Esteem Inventory

Battle's Self-esteem Inventory was administered by the author on the first day of the Blue Lake Centre Youth Leadership seminar. It was also administered by the author in November, 1987 before the start of part two of the Blue Lake Centre Youth Leadership Seminars.

e. Personal Interviews

Interviews with all 42 youth leaders were conducted by the author approximately three months after the Blue Lake Centre Youth Leadership Seminar in November, 1987; and during part two of the Blue Lake Centre Youth Leadership seminars. Focused interviews were conducted with the intent of allowing youth leaders to present information they considered important to (1) the effects the leadership seminar had on them, and (2) the specific leadership seminar sessions that impacted them as per the research questions. Information that was subjectively experienced during the leadership seminar was recalled during the interviews in the form of stories, anecdotes and feelings.

The interview questions were semi-structured. First, an open-ended question was asked to allow the youth leaders to tell about their experience in their own way. Next a follow-up, closed question was asked so the data could be quantified. As anticipated, changes in the order of the questions and the necessary transitions and connections between questions occurred. However, a general pattern of moving from a general lead in question to a specific effects question was maintained.

The Personal Interview questions were:

1. Has the leadership seminar contributed to your leadership effectiveness? If so, in what ways? Please provide specific descriptions, thoughts, feelings, or impressions.
2. Which skills, sessions, or ideas from the leadership seminar have you used the most as a leader in your association? Please be specific.
3. In which situations did you use the skills, sessions, or ideas? Please be specific.
4. Approximately how many other leadership training programs have you taken?
5. How would you compare the BLCYLS with other leadership training programs you have taken? Better than, the same as, or worse than? Please explain with examples.
6. How would you rate the leadership seminar on the impact it has had on your personal life? High impact, some impact, or no impact? Please provide examples related to family, friends, school, etc.
7. Has the BLCYLS increased your self-confidence? High, medium, or low amount?

The time and place for each interview was mutually agreed upon between each youth leader and the author. Interview sites included private homes, classrooms and the Blue Lake Centre. In all cases relative privacy, minimal distractions and suitable spacing between people was considered.

All interviews were tape-recorded and were later transcribed verbatim. The verbatim transcription was imperative in order to record the finer expressions as completely as possible. As these transcriptions were done, a preliminary analysis of the data was done. That is; ideas, thoughts, distinctions and interpretations during the transcription of the interviews was recorded and filed for future reference.

To begin each interview, youth leaders were introduced verbally to the general area of the research topic but not to the specific purpose of this study. Then they were given the interview questions sheet to read. Next, they were asked permission to record the interview. Also, the promise of confidentiality was explained and agreed to by all interviewees. The youth leaders were also instructed that at any time during the interview they could identify specific information they did not want recorded or used. The interview session then followed the interview questions. At the conclusion of each interview, all youth leaders were asked if they had any further comments they wanted to make. The youth leader was then thanked for his or her cooperation and the interview ended.

f. Debriefing Interviews (DI)

Key group debriefing interviews were conducted by the author and three other facilitators during both leadership seminars (see Appendix I). Six out of ten of these key group debriefing interviews were recorded and later transcribed by the author. A key group was comprised of a facilitator and eight youth leaders. First the facilitators were asked by the author if they would allow their key group debriefings to be tape-recorded. One of the facilitators answered no. Then each facilitator explained the general area of research and asked his or her key group if their debriefings could be tape-recorded. All of the key groups who were asked by their facilitator agreed to the tape-recording of their debriefings.

The data collection dates for the instruments are shown in Figure 10.

Data Analysis And Interpretation

Because the fourth and fifth objectives of the study focused on assessing the impact of participation in the Blue Lake Centre Youth Leadership Seminar on the self-perceptions of the leadership effectiveness among selected youth leaders, and assessing the effects of action planning on youth leaders goal achievement behaviors both qualitative and quantitative data analysis techniques were used. These included analysis of variances, t-tests, means, rankings, percentages, valid percentages, thematic analyses, quotes and descriptions. Bogdan and Biklin (1982) stated, "Analysis involves working with data, breaking it down into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (p. 145).

GROUP	TIME					
	June	**July**	**August**	**September**	**October**	**November**
	PRETEST	*BLCYLS*	*BLCYLS*		*THENTEST* *POSTTEST*	*THENTEST* *POSTTEST*
A GROUP	LAQ	X B DI			LAQ LSQ PI	AP-AG B
B GROUP	LAQ		B DI		PI	LAQ LSQ AP-BG B

LEGEND:

+++ .... The A Grouproup was decided by a coin toss during the facilitators' planning session held in February, 1987
BLCYLS............. Blue Lake Centre Youth Leadership Seminar
X.......................... Action Planning Treatment
LAQ..................... Leadership Assessment Questionnaire
LSQ..................... Leadership Seminar Questionnaire
APQ-AG .... Action Planning Questionnaire - A Group
APQ-BG .... Action Planning Questionnaire - B Group
B.......................... Battle's Self-Esteem Inventory
PI......................... Personal Interviews
DI .... Debriefing Interviews

Figure 10: Data Collection Dates for the Research Instruments

a. Leadership Assessment Questionnaire

The data obtained through the Leadership Assessment Questionnaire was interval in nature. Because of the quasi-experimental nature of this design parametric procedures were used for data analysis for this questionnaire. Responses for each item on the Leadership Assessment Questionnaire were coded and entered into the computer for storage and statistical analysis. The Basic Statistical Package for the Social Sciences (SPSSX, 1983) was used to make comparisons. A two-way analysis of variance (ANOVA) with repeated measures was used to test for significances of differences between the treatment group and the control group, and between the pretest and the thentest/posttest. A probability level of .05 was used to determine significance. ANOVA was used because it was robust. Jaccard (1983) stated, "Robust means that even though the assumptions of the technique are violated, the frequency of type I and type II errors is relatively unaffected when compared with conditions under which the assumptions are met" (P. 157). This was done for Question 1A to determine if participants thought the youth leadership seminar increased their leadership effectiveness. It is important to note a post-hoc Scheffé Test for multiple comparisons was also done to determine which of the specific relationships between the groups were significantly different.

b. Leadership Seminar Questionnaire

The data obtained through the Leadership Seminar Questionnaire was interval in nature. Because of the quasi-experimented nature of this design parametric procedures were used for data analysis for this questionnaire. Responses for each item on the Leadership Seminar Questionnaire were coded and entered into the computer for storage and statistical analysis. The Basic SPSSX Package for the Social Sciences was used to make comparisons of means and rankings for Question 1A to determine if participants thought the youth leadership seminar increased their leadership effectiveness; for Question 1B to determine the specific ways participants thought the youth leadership seminar contributed to their leadership effectiveness and personal change; and for Question 2 to determine which specific youth leadership seminar sessions were perceived by participants as contributing to their leadership effectiveness and personal change.

c. Personal Interviews

The 42 Personal Interviews generated approximately 222 pages of double-spaced typing. This volume of rich data detailing youth leaders' experiences during the seminar and the seminar's effect on them had to be carefully managed. All 42 tape-recorded interviews were transcribed by the author and read many times. In the contacts with the youth leaders confidentiality was guaranteed. No one other than the author had access to any of the interview data in its original form. The interview tapes were coded and kept in the authors private residence.

A thematic analysis (Bogdan and Biklen, 1984; Lofland and Lofland, 1984; Spradley, 1980; Yin, 1984) approach was used to analyze the data. The intent of the thematic analysis was to illuminate the meaning of the youth leaders' experiences in response to the research questions. To aid in analysis and reference, each interview was given a coded identification number and each interview line was also numbered. Using different colored felt pens to highlight responses, the thematic analysis of the interviews yielded a number of categories, experiences, and reflections consistent amongst all youth leaders, and also others that were unique to specific individuals. The data was arranged and rearranged looking for patterns. Certain groupings suggested themselves, and from these, main themes emerged as most representative of the youth leaders' experiences in response to the research questions. The themes were determined by:

(1) the exact words the youth leaders used;
(2) the tone of voice, inflection, and emphasis on words, and
(3) by the overall flow of the conversation surrounding the theme in that part of the interview.

Each theme was also collated with percentages, rankings and quotes to support it.

Throughout Chapter V and Appendix I, representative quotes were presented to illustrate the various kinds of results found in the larger body of collected results. Interview quotes were taken directly from the typed transcripts with the identifying names removed. Paraphrasing and grammatical correction were not used to enhance expression or flow of thoughts and feelings. Although all 42 youth leaders were interviewed, not all were represented in the selected quotes. The quotes were selected for their clarity, representativeness and general overall impression.

The Personal Interview data was used for Question 1B to determine the specific ways participants thought the youth leadership seminar contributed to their leadership effectiveness and personal change; for Question 1C to identify the extended effects of the youth leadership seminar on participants, and for Question 3C to determine the extent to which the action planning session contributed to achieving personal leadership goals. The Personal Interview data was also synthesized into the ethnographic "week in the life" account in Chapter V. It was intended to provide insight into the "lived experience" of a "typical youth leader" who attended the Blue Lake Centre Youth Leadership Seminar and comes as close as possible to "measuring the unmeasurable". Lastly, the Personal Interviews were used to illustrate what the youth leaders experienced in each of the sessions and activities of the leadership seminar (see Appendix I).

d. Debriefing Interviews

Six key group debriefing interviews were transcribed by the author. The first purpose of the Debriefing Interviews was to highlight the descriptions of each of the leadership seminar sessions and activities (see Appendix I) by illustrating what participants experienced in each of the sessions and activities. Some of the sessions and activities do not have participant quotes for them because debriefings were not held on those days or the session did not come up as a topic during the conversation. The Debriefing Interview Data was also used for the synthesis of the ethnographic "week in the life" account in Chapter V. It was intended to provide insight into the "lived experience" of a "typical youth leader" who attended the Blue Lake Centre Youth Leadership Seminar.

e. Battle's Culture-Free Self-Esteem Inventory - Adult

The data obtained through Battle's Culture-Free Self-Esteem Inventory - Adult Battle, (1981) was ordinal in nature. Responses for items on the inventory were coded and entered into the computer for storage and statistical analysis. The Basic SPSSX Package for the Social Sciences was used to make comparisons. A two-way analysis of variance (ANOVA) with repeated measures was used to test for significance of differences for Question 1B to determine the specific ways participants thought the youth leadership seminar contributed to their leadership effectiveness and personal change. A probability level of .05 was set to determine the level of significance.

f. Action Planning Questionnaires

Part of the data obtained through the Action Planning Questionnaires was nominal and ordinal in nature, suggesting the use of non-parametric statistical procedures. Responses for items on the questionnaires were coded and entered into the computer for storage and statistical analysis. The Basic Statistical Package for the Social Sciences was used to make comparisons. Means, percentages, valid percentages and rankings for question items were reported in various combinations for Question 3A to determine how successful participants were in achieving leadership goals they set for themselves. It is important to note that a t-test for means was done between the A Group and the B Group to see if either group was more successful in achieving their leadership goals. Means, percentages, valid percentages and rankings for question items were also reported in various combinations for

Question 3B to determine the extent to which the action planning session contributed to achieving personal leadership goals; for Question 3C to determine the extent to which the different elements of the action planning session contributed to achieving personal leadership goals, and for Question 3D to determine the type of leadership goals set by participants.

Part of the data on the Action Planning Questionnaire was interval in nature and was used to add to the data from the Leadership Seminar Questionnaire for Question 2 to determine which specific youth leadership seminar sessions were perceived by participants as contributing to their leadership effectiveness and personal change.

Chapter Summary

It was the intent of this chapter to outline and describe the methodology, research design, subjects, instruments, pilot studies, data collection procedures, data analysis and data interpretation. The instruments, data collection procedures, and data analysis and interpretation were emphasized as these were viewed as being essential to assessing and understanding the effects of participation in the leadership seminar on participants.

V. RESULTS AND DISCUSSION OF THE EFFECTS OF THE BLUE LAKE CENTRE YOUTH LEADERSHIP SEMINAR ON PARTICIPANTS

Introduction

This chapter will critically reflect on the three research questions of the study which were:

(1) How did the participants perceive they were affected by the youth leadership seminar?

(2) To what extent were the various youth leadership seminar sessions perceived by participants as contributing to their leadership effectiveness and personal change?

(3) What were the effects of the youth leadership seminar action planning session on participants?

This chapter will do this by first presenting an ethnographic "week in the life" account of a "typical youth leader". Next, the results for each of the questions and subproblems will be shown. Lastly, the results will be discussed.

"A Week In The Life" Of A Participant At The Blue Lake Centre Youth Leadership Seminar

Introduction

Traditional empirical social science has usually presented a program or curriculum from the viewpoint of the teacher or facilitator. This "outsiders" or "etic" view provides the reader with the instructor's perspective of the program. Such a detailed description of each session and activity is provided in Appendix I. However, contemporary human scientists are moving more and more towards recording and presenting the "insiders" or "emic" view of the program experience.

In the present study both viewpoints were recorded as part of an effort to triangulate several perspectives of the Blue Lake centre Youth Leadership Seminar. A particular effort was made by interviewing and journaling to record the "inner lived experience" of the seminar as seen through the eyes of the youth leaders. Thus, in Appendix I the session descriptions are accompanied by the participant comments.

As well, the following "week in the life" ethnographic account intends to provide the reader with insight into the "lived experience" of a "typical youth leader" who attended the Blue Lake Centre Youth Leadership Seminar. This running narrative is an attempt to provide the reader with a youth leader's subjective phenomenological affective perspective of what he experienced and the personal meanings he derived from his experience. This "week in the life" is reconstructed from ten key group tape recorded debriefings and from over 200 typed transcribed pages from 42 tape recorded personal interviews with youth leaders. It synthesizes many of the forty two youth leaders experiences into "one typical youth leader's experience". While all of the names are changed for confidentiality; the situations, settings and experiences are true to the event.

Day One: 4:00 p.m.

How do I start? I'm sitting on a Greyhound bus on my way to a town called Hinton. I'm going to a place called Blue Lake Centre. The reason I am going is for the youth leadership camp. What is leadership? Am I really a leader? I was selected by our organization through a competition. I'm excited! I'm nervous! What will this place be like? What will we do? Nobody else I know will be there. There are other kids from my association but I don't know them. Are there going to be cliques? Will I fit in? I was told there are bears out there. So many questions and no answers. C'est la vie! We're coming into Hinton now. I'll write later.

Day One: Bed Time

Time is 12:00 midnight. I'm tired after the long bus ride and tonight's activities but I promised myself I'd write in my diary. I'm sitting in my cabin. My three roommates are over at the Wild Hay Hall talking to other teens. That is the place where we're able to socialize because the cabins are off limits to everyone except the people who sleep in them. That's a good idea because I need a place to call home. This place is not what I expected. It's like a palace! It has a big dining area called the Main Lodge and the meeting area where we have our indoor sessions is called the Wild Hay Hall. Outside of there is the only place you can smoke. That's why my roomies are there. Then there are the cabins which are beautiful rooms with carpets and bunk beds, and a table and four chairs. The shower rooms each have a sauna. I sure hope I have time to have one.

I'm so tired I can hardly remember what we did tonight. Oh yes! There are about forty of us at this camp. The leaders started off tonight by having us sign an autograph sheet if you could do whatever was listed on it such as, "Can you speak two languages? Do you write poetry?" It was fun to be rushing around seeing how many names I could get. Everyone got me because one of the things was to get the name of the tallest person in the room to sign and that was me. It was neat because I'm kind of shy and all of a sudden you're talking to people and they're talking with you.

After this the leaders divided us into four groups and we had to do activities as a group. I really liked the one where we all had to form the parts of a monster. I had to hop on one leg and hold onto one guy and carry a girl on my back who held onto someone's legs while that person walked on his hands. It took our group several tries but we finally made it. My big toe is sore because in another game we had to all climb up on a tree stump and sing Happy Birthday. My foot was the biggest so naturally it was at the bottom. The activities I didn't like at first were the blindfold ones. We put blindfolds on and then had to form a line based on who was the tallest. Oh yes, we had to do this without talking. I didn't like reaching out because I always felt I was about to run into something or somebody. Another was the same thing only the line was based on our birthdays. That was much easier to do even though I screwed up. I went the twelfth of March instead of March twelfth. Everyone thought my birthday was December third. They all laughed and thought it was funny.

When we finished these games we sat in a small circle on the grass and the leader, Ray, asked us some questions. One question was about how we worked together as a team. Everyone said we cooperated well and I said we had to trust people, especially in the blindfold one. Also, in our group each person put in ideas to solve how we did things. After this, Ray, asked us to talk about our association and ourselves. Not much to say about myself other than I have two brothers and one sister and a German Shepherd dog and that I do a lot of volunteer work for the handicapped association, mainly in swimming, and that I enjoy the kids and teaching them how to swim and that I play a lot of school sports. I'm not used to talking about myself and felt a little uncomfortable. I'm glad I didn't talk first. But I still wanted people to know a little bit about me and also I wanted to find out about other people in my group so I guess it was okay.

We also had to write down on a sheet of paper why we were at camp. I didn't know why I was here other than it was a leadership camp and I was a leader in my association and wanted to improve in my leadership. Other teens knew people who were here last year and talked about climbing and canoeing and "Bi-something" to find out who they were. Someone else wanted to learn communication and games and how to build a lean-to out of trees. Another person wanted to know how early we had to get up. We also had to write out any problems or concerns. Someone wanted to know about meal times and a girl wanted to know if she could blow dry her hair in the shower room. I'm glad I don't have to get up at six in the morning to get ready like some of the girls said they had to in order to put on their make-up.

We then went back to the big room and each group shared what they wrote. We all had to stand-up in front and present what we wrote. We took turns reading out what was written. I'm glad I wasn't the only one who didn't know why they were here or what they wanted to learn. Our group was similar to most groups, yet every group was a little bit different. The leaders also did theirs. They said they didn't want any fun because this was a Provincial Leadership Camp. It's funny but I'm still not sure if they were serious or were only pulling our leg. They also told us what we couldn't do and what to do in an emergency. The best thing though and this is why I saved writing about it till last was curfew. At every other camp I've been at, which is three, there has always been a curfew. And of course we teens would sneak around trying not to get caught. Here they had us talk about how much sleep we needed and we got to set the curfew. Mom, you're going to die when you read this next line. We decided not to have a curfew! We decided everyone was old enough to be responsible and after all we are leaders and this is a leadership camp. Here it is no curfew and I am in bed earlier than at other camps because I'm so bushed. We only finished the program a half hour ago. We also have to be outside at 7:15 a.m. tomorrow morning for something called Morning Madness. Oh yes! I forgot to mention we got these neat t-shirts given to us. They're blue and on the back they have people doing activities. On the front in a crest it says, "Blue Lake Centre Youth Leadership Seminar".

Day Two: Lunch

12:30 p.m. I snuck away after lunch and am sitting on the sun deck outside my cabin. I have half an hour till I go orienteering. I'm stuffed; I pigged out again. The meals here are so good and you can have as much as you want. I had four pancakes and three glasses of milk and an apple for breakfast. Well at least I've learned one thing here about myself, I have no willpower when it comes to food.

I know what Morning Madness is now. It's a way to torture people while they're laughing. Our cabin woke up late because everyone thought the other guy would set the alarm. At 7:15 there was a banging on our door and we all jumped up, rushed around getting on our clothes and went to the Wild Hay Hall. None of us wanted to be later than we already were. Everyone, that is except Chris. He stopped to comb his hair. At least we weren't the only ones late. A cabin of girls arrived at the same time. Brenda, one of the leaders, had us form two lines facing each other with our arms joined together. Then she ran and jumped into our arms and shouted out oatmeal as we passed her along this cookie machine. Then the person at the front of the line did the same thing. I was scared this big fat guy would be dropped but everybody held on to him tightly. One thing for sure, I was awake and hungry. I sat with the people who stood beside me during the cookie machine. They are from southern Alberta. Lethbridge and, and... I can't remember the name of the other small town. They're with cadets and their parents drove them up. I'm glad I only had to come from Edmonton.

We started off this morning with what we were going to do this week. One thing I liked was when Ray, the leader, said no one will be forced to do anything they didn't want to do. That's a relief for me because we're supposed to do rock climbing and I'm afraid of heights. I don't really want to. Well I do, but I'm so scared of heights I'm not sure I could do it if I wanted to.

After this the leaders put us into groups and we got felt pens and flip chart paper. We were told to draw a picture of an ideal leader. This was fun because we all got a pen and could draw or add anywhere we wanted to. Out leader had a big heart for caring and big ears for listening and a brain for thinking, and big shoulders to cry on. Again we all presented our ideal leader to the other groups. Every group's leader was pretty much the same yet every picture also had some points our group didn't think about. Like one group's leader, had a watch for patience. I must be feeling more comfortable with everyone because this time I talked first and then others shared after. I wouldn't have done that the first night.

One of the leaders, Sam, then tied every groups ideas together with a triangle. He said a leader needed to have three sets of skills to be effective. These were work, people and self skills. He also said each of us had to decide which skills in each area we needed to improve on to make us better leaders. He also said we were good leaders and that is why we were chosen to come here, to get a little better. It made me feel good to have someone say to me that I'm a leader. I've been a leader in my association for over two years now and I've been to three, four including this one, leadership camps, yet I've never felt like a leader. What does it feel like to be a leader? Am I really a leader? What is leadership? What does a leader do? How will I know if I'm a leader? Maybe some of these questions will be discussed here.

Then we talked about this Johari Window in which you could see in and out. I liked it because you could see which window you fit into and how you can change yourself. I'm not very open and I know I'm shy so my hidden window must be pretty big. It also pointed out the blind spots and how other people see weak areas in yourself that you don't see. In this window if you want to improve you have to ask people for feedback. The same is true if you see a blind spot in someone else. You can give them feedback if you want. I wonder what blind spots I have. It's interesting because a person can't see their own areas to improve. This is why they're called blind spots. It's kinda like the story of the emperor who had no clothes.

Let me think. What did we do next? We had a break. The smokers really needed it too. I'm glad I don't smoke. After the break I learned how to listen better. We were divided into groups of three with a talker, a listener and feedback person. We then talked about vacations and our favourite movie, and why communication is important. This was a good session for me because when I'm with people I really don't know what to say or how to say it. The person who was my listener, she really encouraged me to talk by asking me questions. I really felt she cared about what I had to say. At school they taught me how to read and write but not how to listen. I think I could use this in my classes. Especially that boring math class. I know how to listen now. Maybe even my marks will get better.

The rest of the morning was spent learning more communication skills. One I can't remember but I do remember the paraphrasing. It's sort of like listening only you repeat to the person what you heard them say to check out if you were accurate. I wish my brother was here to learn this. He's always telling me what he thinks and then when I try to tell him what I think he cuts me off or he carries right on as if he knows what I said. He's too old for here but maybe I can find a course like this in the city for him to try. It certainly would prevent a lot of fights between us. Maybe, I'm doing the same as him? I wonder! Enough writing. Time to take in the sunshine for a few minutes and get ready for orienteering.

Day Two: Supper

6:30 p.m. Sitting in bed writing. I'm in my sleeping bag because I got a little cold from orienteering. Our junk is starting to get spread around the cabin. Glad we don't have cabin inspection. In our rush to get out of here this morning the potato chips I bought got spilled and trampled.

This afternoon orienteering was great! Our leader, Liz, started us off drawing a map of the Wild Hay Hall classroom and finding little red and white markers. That was easy. Then we ran around finding markers on the cabins and shower rooms. By that time I was ready for the challenge. It was easy so far. Then she showed us a map with lines and colours. She said it was just like a road map. It had brown lines for height and depth, blue for water and black for roads and buildings. I also found out later what the greenish lines were. This was swamp. On the first course I was doing okay then I turned the wrong way and got lost. It took me a few minutes to find out where the hell I was, and then I made it back in pretty good time. Then we had to do a second course and that was a lot of fun because we could go by ourself or with a partners. I met up with Joe and we left last or like really close to the end. We just went running through all the marsh and lakes and what not and got really wet. We followed all these little trails and paths that nobody else could easily find. We were in the bush crashing around trying to find the last marker. Other people were also crashing around trying to find it and we ducked out of their way so they wouldn't see us and we ended up running into the marker we were trying to find. We wrote it down really quickly and raced back. Anyways, we ended up first which was nice. When everyone got back we sat in a circle on the grass and talked about what the experience was like and what happened to us. I found out I wasn't the only one who got lost. Two girls, Mary and Beth, didn't race to beat the clock. They took a leisurely stroll because neither knew how to read a map very well. They also talked about how they were a little bit scared because of what Bill said last night about what to do if you meet a bear. Still they went by themselves. They made it though and were quite proud of finding their way without any help. I wonder if I could go on and meet a challenge if I was scared?

Anyways the best thing for me during orienteering was the swamp. It was between two markers. We could either go through the swamp or go around it. Joe said, "What the hell! Let's go for it!" I said, "Sure". Neither of us had ever been in a swamp so we kinda walked gingerly out. The water was freezing cold and the further out we got the shakier it got. Every time we set our foot down we bounced. Both of us thought we were going to fall through and be sucked down. In the middle we decided to get out of there and we ran as fast as we could go. We ended up bounding along and made it. We were surprised it held both of us. After orienteering we got four other people and went down there. We joined hands and jumped and bounced and ran. It never broke. What a hoot though! I haven't had so much fun in a long time. We made it back just in time to shower and get to supper.

After supper we had self talk. This is why I'm writing now. We're supposed to be by ourselves for at least fifteen minutes writing in our journals, drawing pictures, making up a poem or just sitting and thinking. I like it because I really feel rushed here and need time by myself. You're in the group all the time. You're sleeping in the same cabin. Eating with them. Being with them all the time. You need to get away by yourself. Even if you don't realize it you're not by yourself very often during the day and you need to do that. Maybe everyone doesn't need to do it but I sure need some time by myself, alone. I'm using this time to write in my diary. However, some people don't like it and want to spend their time talking with others. The leaders gave us a question to think about. It was to review our past leadership situations. Let's see. I've been captain of a basketball team, a member of my high school student's union, and now a leader in my association. I've only been a leader in three different places. I don't know if I should count basketball and school. My friends really were the leaders in school. I just agreed with them and they did what they wanted to do. Well sometimes they listened to me. In basketball I was the best player that's why I was chosen co-captain. David was really the captain because he got us all working together and got us excited about playing our best and winning. In my association I have a lot more responsibility. I know what I'm supposed to do and when it has to be done. In the other two I was never really sure what I was supposed to do. Nobody ever told me what my job was or how I was supposed to do it. Maybe this would have prevented some arguments with my friends in the student's union. I hear people calling. Time to go. I've been late once already today and I want to be on time.

Day Two: Bed Time

11:30 p.m. I'm sitting outside my cabin listening to the quietness and occasional laughter from the smoking section. It's too nice to be indoors. I see several small groups of people talking on the decks. What a night! I thought we'd finish early but we went at least till 10:30 p.m.. But I wouldn't have missed it for the world. After supper we played this cross-cultural game. We had two opposite societies and you got to go into the other culture and then come back and explain to your group what it was like. It was frustrating because they weren't like you and you didn't feel like you belonged. Like you were an outsider when you went upstairs in the Main Lodge. My society was downstairs. Our group was the cooperation society and the one upstairs was the competition society. After the game we sat down and examined all the things people did. I was neat to see how it all tied into leadership because on the surface it didn't really look like it would. One girl talked about language and how each youth association has its own language and how this camp has a real cross-section of individuals from different youth associations that are doing leadership. Also, I shared about how normally each association would form cliques but here that hasn't happened. We're all working together and also if you apply it, if you think about the feelings felt in the game, the alienation when you went to the other society, you can apply that to people in real life and how they must feel, and then apply it to your association of what you can do to make people feel comfortable and part of your association, or team at school, or group of friends.

Next we were put with people from our associations. We were told to plan a skit which we'll present tomorrow night. I was kinda glad to be with people from my association because I had only talked with one person from my association. Anyways it was easy to put together the skit because we all knew what our association did. I'm looking forward to telling others why I like being a part of my association and I want to hear about the other associations. We finished quickly and had half an hour for free time. I think that was the only time that I had free time today. I sat with some people on the grass and talked about what they did in their activities and where they were from. One girl form my orienteering group was getting a little homesick but we cheered her up. She said she appreciated this because this was her first leadership camp and she missed her Mom and Dad. She's also a little younger than most of us.

I also finally figured out the circle talks. At the end of the day we have these and they are called key group debriefings. This is a group I will be with all week. We meet the last thing each day and talk about what happened during the day. The other group that I am with is my activity group. This is the group I did orienteering with today. Tomorrow we go rock climbing.

Why did I write that? Now I'm thinking about my fear of heights and falling. It's so stupid to be afraid of something I've never done. In fact I've never even seen rock climbing. I think I'll talk to one of my roommates. He went climbing today and can tell me what they did. Good night.

Day Three: Lunch

12:05 p.m. Sitting in a van headed to Cougar Rock to go climbing. I'm really nervous. It's hard to think and write at the same time. Before lunch I talked with Brenda, our leader, about my fears. She sure is wonderful. She told me I didn't have to climb if I didn't want to but I could help in other ways. That's a relief. I feel better but still there is a part of me that wants to climb. This is my challenge as a leader. This is my personal contracting goal. To do something when I'm scared. I wonder if Mary and Beth were this scared of bears when they went orienteering. If they could do it maybe I can too. I learned last night there are different ways up the cliff. Some are long and difficult, and some are easy. The easy ones will be difficult for me. Too bumpy to write. Must psych myself up too.

Day Three: Supper

6:30 p.m. Well Mom this is a day in my life I'll always remember. I went rock climbing. Because of my fear of heights the rock climbing was the biggest high ever in my life. I met the challenge! I didn't think I could do it but I did it! Now I know I can accomplish anything! When I started I thought, "There's no way I'm ever going to like this." I started climbing and I got up there and geezz. I thought, "Okay, this ain't bad. To fall off ain't bad but there's that long roll all the way down." My first climb was easy, only about fifteen feet. My second climb was hard. My arms were dying and my legs were shaking and I was thinking, "I'm not going to do it. I might as well go down." But then I said, "I'm halfway up here and it's going to take me just as much energy to go down as to go up." So I finished it. Ah! It was so good. I was shaking so much after this I had to rest. I could have stopped then but this was so much fun I decided to try a third climb. This wasn't the most difficult climb but it was really, really challenging. Whenever I think about it I smile. What I liked about it was near the bottom. If you couldn't find one way up you could turn and go up another way. Sometimes my left foot would be in my right foots way. I forgot about my fear of heights for a while. I had gotten up three quarters of the way and I sorta had the feeling that I knew I was going to fall. I knew I was going to fall and then I fell. I fell quite a ways and scraped my elbows and knees. I'm glad I had a helmet on. When I was falling I thought I was dead but then the rope pulled me and held me. Then I decided I was going to go back down. I thought, "I can't do this anymore. I know I can't do it anymore." And everybody, like all the people that were standing there watching me were saying, "You can do it. Keep going." And Brenda, our leader, was saying, "You'll make it. Take it easy. Relax. One step at a time." They really supported me and I made it. Without them I don't know if I would have gone on. It was a great feeling. At the top Brenda and everyone gave me hugs and congratulations. Wow! I did it! I was scared but I still met the challenge. I went beyond what I thought I could do. Way beyond!!! Maybe this is what a leader does? Even as I write about it, it's like I'm back in the cliff climbing. This is too emotional to continue talking about.

What else happened since I last wrote? Last night our cabin stayed up till 1:00 a.m. talking. It was neat. Larry is really smart, an honour student. He's from up north and wants to go into medicine. Lindsay is from Red Deer and wants to take over the family farm someday. He's the youngest in his family and has an older brother who also wants to farm so they may go into partnership. Chris is great at sports but he's like me. We don't know what we want to do.

Another highlight of today was the communication session this morning. Bill, another leader, talked about feelings. How we all have feelings but that we may express them differently. I found out that I express my feelings at a low level. I also realized my parents also express their feelings at a low level. Like if there is a disagreement we say only a few words and don't get emotional. This is exactly opposite to my cousins who express their feelings at a high level. When they disagree with you, both you and the whole world knows it. It's like they almost get hysterical. I can also see this in the people at camp. Some are really hyper and some are cool, calm and collected. What I learned was that if I want to get the attention of the highly expressive people I have to get more hyper. If I just tell them matter of factly my opinion or idea they don't take it seriously. It makes sense because in our other session this morning we got video taped and then got to see ourselves on TV. We were to practice those task and maintenance skills. Some of us practiced the skills while others watched us. Then we switched. I noticed how some people naturally would be first and do things and how other people were more naturally shy. That's me the shy person. Also, I could also see how people expressed their emotions differently. Even during the rock climbing I was calm on the outside but my emotions were racing on the inside.

What else happened today that was important for me? Let's see. This is a self-talk time and the question was to review our present leadership situation. I kinda did that yesterday. I better stop and read what I wrote yesterday. After reading what I wrote I think I must learn to express myself more, especially my feelings, and to really emphasize when something is important to me. Oh! Oh! Time to go. I don't want to miss anything.

Day Three: Bed Time

12:15 a.m. I'm exhausted! What a day! All I can think about is the rock climbing and how I met the challenge! After supper we got to practice our skit. Then each group presented their skit to the whole community. I learned a lot about what the other associations were doing. It's neat that we're all doing different activities but that we have something in common here at this camp. This is developing ourselves as leaders in order to make our clubs better. Sometimes I have felt alone in what I was doing in my association but now I realize there are dozens of other teenagers out there doing similar things. I feel good about that and know I am part of something much bigger than my little club or my association. There are a lot of people who care about life and who want to make our society a better place by being involved in a club and an association. There sure are some skilled youth leaders. Boy I wish I had some of their natural abilities; like acting and getting up in front of a group. It gets easier every time I do it though.

After the skits we had our key group debriefing. The first question was our high point of the camp. I just blurted out about rock climbing. I talked and talked. Mary and Beth also talked about rock climbing too although it wasn't the same for them. They were nervous and enjoyed it but because neither of them was afraid of heights it wasn't nearly as emotional for them. Beth said her high was the last two and a half days. Fifty hours is a short time to be together and yet we've done so much. Like right now I couldn't tell you what we did yesterday morning unless I re-read my diary.

Curfew is working well although I think three or four people are abusing themselves by staying up too late. All of us in this cabin are respectful of each other. Like right now I've been writing quietly while Larry has been sleeping. Lindsay and Chris are out having their last smoke. Time to sign off. Good night.

Day Four: Lunch

12:30 p.m. Sitting in my bed snuggled up in my sleeping bag. It has been drizzling all morning. It's hard to get away at lunch to write because everyone here is friends and we're always talking in the sessions, at breaks and at meal times. It's like no one is isolated. There's always someone that wants to sit and talk with you. This is true for the youths, the adults and the leaders. Anyways this morning was different. Up until now we've had hot, sunny days. This morning we awoke to drizzle and fog. For morning madness we went down to the shore along Blue Lake. There Sarah, another leader, gave a reading. I didn't hear what she said because I was looking out at the mist on the lake. It was really peaceful. Kind of eerie yet so... I can't think of the exact word to describe what I felt. I felt really contented and at peace with myself. Just really calm and solid within myself. A lot different than yesterday after rock climbing, when I was really high and a bit hyper. It was so serene and tranquil. I don't think I've ever seen mist on a lake before. It was the perfect way to start off this morning because Ray presented Bi/Polar.

It was interesting to see everyone in their pattern groups learning more about themselves. Light bulbs were going on all around the room. It gave everyone another group to belong to. Not just the key group or activity group but a new group that you have something else in common with that you never knew you had. My group was the one's and threes. I am a three pattern. Thinking, dependent, and theoretical. We all got together and it was like, "Yah! This is me!" We were sharing past stories. It was great! It was nice to find somebody who was almost like you, even though we were a little different from the ones. We were exactly opposite the seven and eight patterns. Like on the expression of feelings scale we're the low expressers and they're the high expressers. We're shy; quiet, and reserved. They're dynamic, outgoing, and charismatic. What I also learned was that if I want to I can "flex or change" to become like a seven or an eight for a while and then go back to what I am, a three. That was neat to hear because now I know more about who I am. It also allows me not to be pigeon-holed or put in a box and not allowed to change. I don't like being put in a box. You know what? I noticed that I was naturally first attracted to people in this camp who were one's and three's. The first people I became friends with were like me and then I started meeting other pattern groups. It's weird. I wonder what patterns my family and friends are? I'll have to think about this for a while. There's so many possibilities! I wonder what pattern makes the best leader?

Day Four: Supper

6:30 p.m. Still drizzling. Still snuggled up in my sleeping bag. Still stuffed because of the great food. I had roast beef, mashed potatoes, gravy; lots of gravy; carrots and milk for supper. There's a salad bar but I'm not much for rabbit food.

Still feeling tranquil. This afternoon for our activity we went hiking through the forest around the lake. It wasn't Blue Lake. It was Cache Lake. We had to find our way between two points on the map. Sam, the leader, also told us we had to try to do a task/maintenance function. I was trying to do one I wasn't good at. This was a direction giver. Instead of being at the back of the group I was closer to the front and put in my ideas. Some of the others, who I noticed were thinkers, stayed at the back. The people at the front, I also noticed were the riskers. Anyways, we found our way as a group even though we all got wet because of the rain, especially on the leaves and branches. It was beautiful walking along the hills and looking down over the lake with the drizzle and mist. Everything was going fine until we were right near the end. We had to cross a beaver dam to get to the other side of a creek. The beaver dam only went three quarters of the way across. It took us about fifteen minutes to make a decision about how we were going to get across. We threw our running shoes over first. Then we used the rope in the knapsack. First, I went across. The water was cold. Then I held my end and Joe held his end and everyone walked across. The bottom of the creek was slimy. Mary stepped off the line and went up to her shoulders in the creek. She screamed because it was so cold. Luckily, Sam had brought along an extra sweater, toque and sweat pants for her to wear. Otherwise she would have froze. We ended up at a picnic ground. After we changed and dried off a bit we debriefed in the rain talking about which function we tried to use and how our team worked. Some of us said we naturally did some of the functions and that others were harder to do. Sam talked about change and how change can sometimes be difficult and how this was an opportunity to flex in a safe supportive group. He then told us to choose another function to practice. He marked another X on the map and encouraged those of us who were at the back to lead and those of us who lead already to try to stay near the back. I stayed in the middle because I was already at the front. This second time I noticed people switching places between the front and the back and I noticed some people trying to be like things on the sheet of paper. This time we went through a swamp. This swamp was different than the one in orienteering. It didn't jiggle and had grass and potholes. You had to watch where you stepped. At the end we debriefed again. I really became aware of the different roles you can play in a group and that all roles are necessary to make a group effective. Mary shared that the navigation was the highlight of the whole camp. She said she really needed some time to herself. She said it was nice because if you wanted to talk you could just step in and follow someone. If not you could take off a little and wander a bit. I'm amazed at the different needs people have. How what is a highlight for me for other people is nothing. And what I think is average other people think is a highlight.

We finished early. Yes I did it! I finally had a sauna. I needed it because I was soaked from the navigation. I thought it would be steamy but it was just dry and hot. I had to take my glasses off because they got hot. I was in there at least half an hour. Talked with two university professors about university. They were really nice. Not what I expected. All the adults here are not your typical adults. At home the adults always tell you what to do and give you advice. Here they just ask you questions and they listen to what you have to say. Here we have to make the decisions and then are responsible for our actions and the consequences. All of the camp is like this. We were told we were responsible and then the adults really lived that out and let us be responsible. I like that. Most of all I like people listening to what I have to say. Letting them know what my experiences have meant to me. It has stopped raining. Time to get ready for tonight's session.

Day Four: Bedtime

11:30 p.m. An early night for me. Being outside all afternoon in the rain took a lot more out of me than I thought it would. Tonight we took lateral thinking. I learned that you have to be lateral and think of four or five different ways to do things. I don't have a one track mind. What I need to do is get to my choices and then pick one and go and do it instead of just thinking of all the possible ways to do it. What I have to do is risk and move into action.

After that we did the Pinch Theory. It's about conflict. How little things build up into little pinches and then how little pinches build up into big crunches. Instead of letting those pinches build up you have to stop and talk about them. This theory is as plain as day. You never realize it until somebody explains it to you and then you see it. When Liz, the leader, was explaining it she talked about the pinches between her and her husband. I noticed a few of the people were getting teary-eyed. Some of the tears were from the teens whose parents had divorced. Boy, it must be hard for them having gone through the divorce and now to understand how it all happened and perhaps how it might have been prevented. I wish their parents could have taken a camp like this. With all the knowledge we are learning we are probably more skilled than our parents at understanding ourselves and others, and at dealing with people.

The debriefing group is almost like family now. The first night I was nervous about talking but now I feel I could tell them anything and they would still accept me for who I am. This was our last debriefing tonight. We were asked how this camp was making us better leaders. I said for me it was the rock climbing because I did something I never thought I could do. Other people said the communication skills and the Bi/Polar is what made them improve because they were able to listen to and understand people. At the end we shared something we appreciate about each person in the group. It was easy for me to say something to almost everyone because I had interacted with almost everyone. It was neat to hear what other people thought about me. Two people said I had a quiet self-confidence and they knew if I was responsible for something it would get done. Larry, my roommate, liked our cabin talks. Jill said that I was an inspiration for her on the rock because she knew I was really scared and still I climbed. She said because she saw me climbing it gave her the courage to try it too. Wow! What she said almost blew me away. Me, being an inspiration for someone else. I never imagined I would be. These were the things I remember most. I felt really uncomfortable when everyone told me what they liked about me. I've never had this done to me in my life. My close friends have never told me what they liked about me. I've never told them either what I really like about them. I've never told my parents why I specifically loved them. Sure I always tell them I love them and they tell me the same. But we never have told each other specifics about why we love each other. Amazing. Something so simple as this can improve a relationship and yet I bet you hardly anyone does it.

This camp is amazing. We came here as strangers and after only four days it's like we've known everybody all our lives. I've shared more of myself here then I have with my best friends back home. People here know me better than my friends do. It's going to be difficult to leave here. Time to sleep.

Day Five: Lunch

12:30 p.m. A hot, sunny day. I'm glad it's not raining like yesterday. This morning we did a session on goals. I learned that my values affect my goals. This makes sense. The most important thing I learned though was that a leader has to have goals. A leader first must know which direction he is headed in. This especially applies to me because often I don't know where I'm headed or what I want to do in my life. This morning has given me a few new ideas on what I want to be in life. One is a physical education teacher. The other is a lawyer. I do know I don't want to work on the oil rigs like many of my friends do. I also learned that to achieve your goals you can't take big steps. You have to take many small steps and achieve the small goals which will lead to the big goal. It's like one step at a time. I've always set big goals. Maybe that's why I haven't been successful. There were no small steps to reach them. This morning's ideas were very practical. I can sure see how I can apply them in school to help me pass. No more cramming for exams the night before. I'm going to study a little bit every day.

Next, we all went to the dock at Blue Lake for an hour to swim. It was great horsing around and throwing people in the water. I'm glad we went because I think my brain has had almost enough new ideas. There's so much here that is useful for me as a leader and I don't think I'll remember it all. I know I won't. Enough writing. Time to get ready for canoeing. That will be fun.

Day Five: Supper

6:00 p.m. I'm writing earlier today because at 6:30 our key group has to put together a skit for the campfire tonight. The skit has to be about what we are going to tell people back home about this camp. Parts of this camp will be easy to tell people about. Like I went rock climbing, and orienteering, and navigating and canoeing. I learned some communication skills and the food was great and the people were great. But how do I tell about the other parts? Like how we really cared about each other. About how much trust we had in each other. It's going to be hard to explain it to anybody that hasn't been here. It's different values. It's something that is really special that you can't share with anybody that wasn't here. I've been at three other leadership camps but none of them were like this one. Like at the other camps I didn't get to know everyone. There was always somebody left out. Like maybe you or maybe your friend. In this camp everyone is equal. It gives you a great feeling because you are not competing with anybody. You are just yourself and everyone will like you no matter what. Like you're walking to meals and someone will come up to you and say hello and start talking to you.

Another thing I sort of understood was the stereotype I had. I thought I had to be perfect as a leader and now I realize that I don't have to be perfect. That people will accept my weaknesses just as long as I'm working on trying to improve them. Also this camp was like looking in a mirror because when you look in a mirror you just look at yourself. You also look at others and that too gets you high because everyone's improving and everyone's trying. Everyone's giving you positive feedback. There's no negatives. No one ever says, "You're a jerk." None of that kinda stuff. Every time you turn around someone else is giving you more positive encouragement. I haven't heard one put down from anyone to anyone. Like it isn't like school or a normal outing with my sport teams or friends. Everything that is said is positive. It's really given me a positive attitude. Like now I'm looking for the good in people. If only the real world were like this camp. The loving, and caring, and sharing that has gone on here is unreal. How do I explain this to my friends? I think my family will understand. That's what this place is like - a huge loving family. I wish the whole world could come here for this camp.

Another thing is the camp is full of emotions and it gets everyone to work harder. So if you're high with emotions you're going to do everything to your fullest potential. You put what you've learned into practice and you try your hardest. Like when I was rock climbing I was trying and trying. I don't think I would have been able to do that somewhere else. I think I would have been too scared. You just go on the emotions and everyone gives you positive comments and supports you and you can take risks and succeed. You learn so much about yourself and about other people and you get challenges and you succeed and you keep growing. The amazing thing is this happens every day and your self-confidence just keeps going up and up and up. I'm getting emotional just writing about this stuff. Time to change topics.

Canoeing was fun. The "F" word. All week the leaders have said "No fun!" They were pulling our leg. Everyday there has been fun and excitement and laughter. Maybe that is why I've been so high. Anyways the canoeing was fun. We started off on Blue Lake learning the proper strokes and then we paddled along this little winding creek. You had to steer properly or you ran into the bank or weeds. It was fun because we got to go over these beaver dams. Some people stepped out of their canoes and sank up to their knees in mud. They were wet so they decided to get everyone else wet by splashing them with their paddles. Beth and I were lucky because we raced away and only got a little wet. Some others were soaked. After that we all relaxed and enjoyed the routine of paddling the canoe. We weren't supposed to paddle on the same side but Beth and I did it in order to make the turns. Canoeing was just what I needed to end this weeks activities. It was relaxing and fun, but not stressful. We could go as slow or as fast as we wanted to. Sarah, our leader, made it an enjoyable time for everyone. She's not like Ray or Brenda or Sam but she still is very good at what she does. I forget what pattern she is. She takes everything in stride and just enjoys life.

Day Five: Bedtime

1:30 a.m. This has been my latest night yet. Tomorrow is the last day so I'm sure I can tough it out. So many good things were happening tonight that I wouldn't have left early anyways.

I am finding this evening the most difficult for me to express and write about. I thought the other days were emotional but this evening was the most emotionally intense yet. The campfire was good and the skits were great. We ended the campfire with what is called a sharing circle. Brenda asked the question, "One thing this experience has meant to me is..." We then went around the circle sharing one at a time. I was near the end. It was powerful. People shared that they found new friends, real friends that did not hide behind masks. Others shared that this camp was the most caring, supportive and positive experience they ever had in their life. That they got support from forty different, unique individuals whom they only met five days ago. Many people were teary-eyed. Many were crying. Some of the leaders were even crying. I was one of those crying. I couldn't help it. I've hardly ever cried in my life. I felt that I could cry and people would still accept me. I shared that I have never felt love like this in my life. Genuine caring and concern for others. Everyone at camp gave love. Everyone at camp received love. To end the campfire we stood up and joined arm to arm and sang. Many of us then hugged each other! Wow! Emotional! Powerful! Draining! After the campfire some of us went down to the dock at Blue Lake. We sat there and talked and watched the moon reflecting on the water. What a beautiful night. It was a great way to end the day. Being with people I really care about and who really care for me. We've all decided to keep in touch. Some of the leaders came down and talked for a while. We are all one family.

Day Six: Lunch

11:30 a.m. My bags are packed. My cabin is clean. This morning we went to a ridge about half an hours drive from Blue Lake. We looked out across the valley and saw the eastern peaks of the Rocky Mountains. The leaders did a review of this week. They also related the valleys and the mountain peaks to the emotions of the lows and highs of this camp and what reality may be like when we return home and try to tell other people about our experiences here. We also painted a picture in our mind of the mountains to help us remember our good times here. I really want to begin using what I've learned here. I feel really solid. I'm ready to go home.

Day Six: 8:00 p.m.

How do I end? There were about ten of us that came back on the bus. It was great. We talked and slept and talked and slept. Almost at the Greyhound station. It will be great to see Mom and Dad. I've so much to share with them.

I've been thinking a lot about what happened to me at camp. It is impossible to choose only one unique, positive highlight of "The Experience". I have learned this week that I can accept myself and others. I know who I am now and this camp helped me to discover who I am. It has pointed me in the right direction. That helped me because before I was lost in the dark. Now I have light and can see who I am. And I feel great about who I am. As I return to civilization and the real world I feel that I must risk being me and get rid of the act I do that prevents people from getting to know the real me because there are tremendous people out in the real world just like there were at camp. Before I wasn't sure of myself but now I am. I've had a hundred percent increase in self-confidence. I'm going to continue to believe in myself with the new self-confidence I've gained. I'm going to set goals and struggle with the small steps to reach my goals. I'm going to "Share My Magic" by genuinely caring about others. And I am definitely going to play a bigger role as a leader in my association. I am returning from a week long leadership camp which is "the highlight experience of my life". How can I explain to my friends and family that I have changed? Maybe I can't explain it? Maybe I should let them read this diary? Maybe they'll just know? I've learned a lot more about leadership yet I'm not sure I can define leadership. But this I do know, **"I AM A LEADER!"**

Research Questions

Introduction

In the statement of the problem (see p. 2) the fourth and fifth ways this study examined a leadership training seminar was by evaluating youth leaders' perceptions of the effects of the Blue Lake Centre Youth Leadership Seminar and the effects of the action planning session on them. This chapter will do this by first presenting the results for each of the questions. Next, the results will be discussed. While reading the results sections an important point to keep in mind for this study is subjects for the leadership seminar attended on two separate occasions and were differentiated as such. Because an action planning session was given only to the July subjects they were identified as the A Group. The August subjects were named the B Group.

Question #1: How did the participants perceive they were affected by the youth leadership seminar?

Question 1A: To determine if the participants thought the youth leadership seminar affected their leadership effectiveness.

The most important quantitative measure of leadership effectiveness was the Leadership Assessment Questionnaire (see Appendix C). An examination of the results (see Table 1) indicated there was a significant main affect demonstrating difference between the youth leaders' perception of their leadership effectiveness over the pretest vs. thentest vs. posttest ($F = 51.505$; $df = 2,58$; $p. < .05$). This suggests the Blue Lake Centre Youth Leadership Seminar improved the youth leaders' self-perception of their leadership effectiveness.

Further examination of Table 1 indicated there was no interaction effect. ($F = 0.789$; $df = 2,58$; $p. = 0.459$). This implies the Blue Lake Centre Youth Leadership Seminar significantly improved both the A Group's and B Group's self-perceived leadership effectiveness. It also indicates one group of youth leaders did not change significantly more differently than the other group of youth leaders.

Inspection of the group means (see Table 2) suggests the A Group and the B Group were both contributors to this significant difference of improved leadership effectiveness.

A post-hoc Scheffé Test for multiple comparisons of means (see Table 3) was done to determine if there was a response shift in the combined groups completing the Leadership Assessment Questionnaire. That is, which of the test sample means

Table 1

Analysis of Variance Summary Table for
Leadership Assessment Questionnaire
A Group vs. B Group

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability
A (Group)	1.1814	1.	1.1814	5.095	0.032*
S-Within	10.323	29.	0.356		
B (Time)	9.162	2.	4.581	51.505	0.001*
AB (Interaction)	0.140	2.	0.070	0.789	0.459
BS-Within	5.159	58.	0.089		

* $p. < .05$

Table 2

Means for Leadership Assessment Questionnaire
A Group vs. B Group

	Time		
	Pretest	**Thentest**	**Posttest**
A Group	2.229	2.631	1.927
B Group	2.420	3.013	2.196

Table 3

Scheffé Test (Post-Hoc) for Multiple Comparisons of Means

(Leadership Assessment Questionnaire)

Variable:						
Time						
Post	Frequencies	(31.0)				
	Estimated Means	2.07				
Pre	Frequencies	(31.0)	Req Diff	0.19		
	Estimated Means	2.33	Obs Diff	0.26*		
			S.E.	0.08		
			D.F.	58.00		
			Scheffé	2.51		
Then	Frequencies	(31.0)	Req Diff	0.19	0.19	
	Estimated Means	2.84	Obs Diff	0.77*	0.51*	
			S.E.	0.08	0.08	
			D.F.	58.00	58.00	
			Scheffé	2.51	2.51	
	Estimated Means			2.07	2.33	2.84
	Frequencies			(31.0)	(31.0)	(31.0)
	Time			Post	Pre	Then

* $p. < .05$

differed significantly from one another. Significant differences of estimated means at the p. < .05 level were found for the Pretest vs. Posttest means (2.33-2.07 = 0.26, p. < .05); the Thentest vs. Posttest means (2.84-2.07 = 0.77; p. < .05) and for the Thentest vs. Pretest means (2.84-2.33 = 0.51; p. < .05). These results suggest there was some response shift because the change was greater for the Thentest vs. Posttest (change = .77) than for the Pretest vs. Posttest (change = .26). More importantly, the estimated means for the Thentest vs. Pretest were significant at the p. < .05 level. This implies a significant response shift in how the youth leaders estimated their leadership effectiveness the first time they completed the Leadership Assessment Questionnaire and how they estimated their leadership effectiveness the second time while reflecting back on how they now viewed their original leadership effectiveness at the start.

On the Leadership Seminar Questionnaire (see Appendix D) youth leaders were asked if they thought the Blue Lake Centre Youth Leadership Seminar contributed to their leadership effectiveness. The youth leaders (see Table 4) indicated the Blue Lake Centre Youth Leadership Seminar contributed a "large extent" to their leadership effectiveness. The combined mean of the A Group and the B Group was 2.0 on a scale with 1 being to a "very great extent" and 6 being to "no extent". The A Group was 2.03 and the B Group was 1.97. Thus the A Group's and B Group's self-perceptions of the impact of the Blue Lake Centre Youth Leadership Seminar on their leadership effectiveness concurred with the findings of the Leadership Assessment Questionnaire, that the Blue Lake Centre Youth Leadership Seminar increased the youth leaders' leadership effectiveness.

In summary, both the A Group and the B Group thought they increased their leadership effectiveness. On the thentest there was a response shift in youth leaders' perceptions of how they viewed themselves from the pretest to the posttest. The youth leaders rated themselves as more effective leaders on the pretest than they did on the thentest. After having experienced the seminar, they rated themselves lower in leadership effectiveness when reflecting back before the seminar. Thus, they felt they had overestimated themselves at the start.

Table 4

Mean Scores for Youth Leaders' Self-Perceptions of the Degree to Which The Blue Lake Centre Youth Leadership Seminar Contributed to Their Leadership Effectiveness

Group	Mean	N
A Group	2.03	19
B Group	1.97	16
Combined Groups	2.0	35

Scale:
1 = very great extent
2 = large extent
3 = moderate extent
4 = some extent
5 = little extent
6 = to no extent

Question 1B To determine the specific ways participants thought the youth leadership seminar affected their leadership effectiveness and personal change.

The Personal Interviews (see p.106) with the youth leaders were analyzed to determine the major and minor themes which would show the specific ways the youth leaders thought the Blue Lake Centre Youth Leadership Seminar affected their leadership effectiveness and personal change. The youth leaders indicated from the personal interviews the most important ways the Blue Lake Centre Youth Leadership Seminar contributed to their leadership effectiveness and personal change (see Table 5) were: (1) Communication: Sending (90.5%); (2) Understanding People (85.7%); (3) Understanding Self (73.8%); (4) Increased Self-Confidence (69.0%); (5) Involvement, Initiative, Risking (66.7%); and (6) Communication: Receiving (61.9%). Table 5 shows the ranking, the number of youth leaders responding, and the percentages for each major theme for the Combined Group, the A Group, and the B Group. A description of each of these major themes based on the synthesis of the minor themes from the youth leaders' comments is:

1. Communication: Sending - talking with people, expressing ideas, sharing thoughts and feelings, opening up, resolving conflict, and getting up in front of a group of people.
2. Understanding People - awareness of people, acceptance of people, understanding people, and dealing with people.
3. Understanding Self - awareness of self, acceptance of self, and understanding self.
4. Self-confidence - self-confidence.
5. Involvement, Initiative, Risking - involvement, initiative, and risking.
6. Communication: Receiving - listening and paraphrasing.

Each major theme will be discussed.

(1.) Communication: Sending

The youth leaders responded that the most important contribution of the Blue Lake Centre Youth Leadership Seminar to their leadership effectiveness and personal change was in talking with people, expressing ideas, sharing thoughts and feelings, opening up, resolving conflict, and speaking in front of a group of people. This was indicated by 90.5% of all youth leaders. This percentage was the same for the Combined Group, the A Group, and the B Group (see Table 5). Part of this major theme was "getting up in front of a group". This minor theme was analyzed

Table 5

Youth Leaders' Perceptions of the Specific Ways the Blue Lake Centre Youth Leadership Seminar Increased Their Leadership Effectiveness and Personal Change

(Personal Interview Data)

Theme Effects of BLCYLS	Combined Group (N=42)		A Group (N=21)		B Group (N=21)	
	Rank	Frequency (%)	Rank	Frequency (%)	Rank	Frequency (%)
Communication Sending: Talking with People, Expressing Ideas, Sharing Feelings,	1	Y = 38 (90.5%) UK = 4 (9.5%)	1	Y = 19 (90.5%) UK = 2 (9.5%)	1	Y = 19 (90.5%) UK = 2 (9.5%)
Getting up in Front of a Group		Y = 12 (28.6%)		Y = 6 (28.6%)		Y = 6 (28.6%)
People: Awareness, Acceptance, Understanding, Dealing With	2	Y = 36 (85.7%) UK = 6 (14.3%)	2	Y = 18 (85.7%) UK = 3 (14.3%)	2	Y = 18 (85.7%) UK = 3 (14.3%)
Self: Awareness, Acceptance, Understanding	3	Y = 31 (73.8%) UK = 11 (26.2%)	3	Y = 16 (76.2%) UK = 5 (23.8%)	3	Y = 15 (71.4%) UK = 6 (28.6%)

Y = Yes
UK = Unknown/Not Addressed
No = No

Table 5 *(Continued)* ...

Theme Effects of BLCYLS	Combined Group (N=42) Rank	Combined Group (N=42) Frequency (%)	A Group (N = 21) Rank	A Group (N = 21) Frequency (%)	B Group (N = 21) Rank	B Group (N = 21) Frequency (%)
Self Confidence H - High M - Medium L - Low	4	H = 29 69.0%) M = 4 (9.5%) L = 3 (7.1%) No = 3 (7.1%) UK = 3 (7.1%)	3	H = 16 (76.2%) M = 0 (0.0%) L = 1 (4.8%) No = 2 (9.5%) UK = 2 (9.5%)	4	H = 13 (61.9%) M = 4 (19%) L = 2 (9.5%) No = 1 (4.8%) UK = 1 (4.8%)
Involvement, Initiative, Risking	5	Y = 28 (66.7%) UK = 14 (33.3%)	4	Y = 9 (42.9%) UK = 12 (57.1%)	1	Y = 19 (90.5%) UK = 2 (9.5%)
Communication Receiving: Listening and Paraphrasing	6	Y = 26 (61.9%) UK = 16 (38.1%)	2	Y = 17 (80.9)% UK = 4 (19.1%)	5	Y = 9 (42.9%) UK = 12 (57.1)%
		Y = 9 (21.4%)		Y = 7 (33.3%)		Y = 2 (9.5%)

Y = Yes
UK = Unknown/Not Addressed
No = No

(see Table 5) and 28.6% of all youth leaders thought this was a contribution of the Blue Lake Centre Youth Leadership Seminar to their leadership effectiveness and personal change. Comments typical of the youth leaders' remarks from the personal interviews included:

Interview Number	Line Number	Quotes
1	05-06	... able to talk to people a little better, explain things to them.
2	11-12	... allowed me to open up more.
4	03-04	... actually I can explain things better to people.
7	38-39	Like if I have a problem with a cadet I'll get him to the side and talk to him ...
9	36-37	... one thing I learnt here is how you say it is more important than what you say ...
11	207	... it's easier to state your point of view ...
17	31	... expressing my ideas ...
25	12-13	... but now I worry about what the response will be so I get my message across clearer.
28	60-61	... cause I never used to talk around people ...
29	38-30	I used to get up there and think, "Oh! No! What do I say next type of thing. Now it's like I rattle on for hours and it all makes sense and it's really If I'm in a group and I have something I want to put in, I'll say it.
38	05	I can express my ideas better.
40	57	Opening up. I can talk to people.

(2.) Understanding People

The youth leaders responded that the second most important contribution of the Blue Lake Centre Leadership Seminar to their leadership effectiveness and personal change was awareness of people, acceptance of people, understanding people, and dealing with people. This was indicated by 85.7% of all youth leaders.

This percentage was the same for the Combined Group, the A Group, and the B Group (see Table 5). Comments typical of the youth leaders' remarks from the personal interviews included:

Interview Number	Line Number	Quotes
1	09-10	To understand ... how others react and how I can work with that.
4	36-37	It's good to understand different people of different ages.
5	23-24	... being able to understand people.
7	03-05	You get an idea now of how to work with people.
8	47	I learned a lot more about other people.
9	114	It helped immensely to deal with people.
19	45-47	I find myself more accepting now of other people and just because they don't do something the same way I do, it's not necessarily bad.
20	30	Well , I learned to accept people ...
21	06-07	... it helped a lot because you go back and you can separate the person from their behavior.
23	42-43	To just accept everyone as they are.
24	26	... it helps you to understand other people better.
36	70	I guess I just understand people and from understanding people, um, I know how to react to it.
38	63-64	I'm a lot less critical of people. Prejudgements you know.

(3.) Understanding Self

The youth leaders responded that the third most important contribution of the Blue Lake Centre Youth Leadership Seminar to their leadership effectiveness and personal change was awareness of self, acceptance of self, and understanding self. 73.8% of all youth leaders indicated this. The breakdown was 76.2% for the A Group and 71.4 % for the B Group (see Table 5). The A Group indicated a slightly stronger response of 4.7% to this contribution of the Blue Lake Centre Youth Leadership Seminar on them. Because of the qualitative nature of the data, the author believes this difference between the two groups is not important. Comments typical of youth leaders' remarks from the personal interviews included:

Interview Number	Line Number	Quotes
2	06	... like understand more about yourself.
4	122-126	I know who I am and Blue Lake helped me to discover who I was. Like it pointed me in the direction I was supposed to be going. That helped me because before I was just kinda lost in the dark, you know, but now I know who I am ...
7	116-120	I didn't understand myself. So like, you know, like they say, being friends with yourself comes before being friends with other people, and if you can understand yourself, you should be able to understand other people too. That made it a lot easier because I knew myself a lot better after the summer.
8	13-15	I thought that I had to be perfect almost with my leadership and things and I realized sort of now that I don't have to be perfect.
9	13-15	So that's where I got the most out of the program was finding out about myself than anything else ...
12	17	Well, I guess, uh, I feel better about myself ...
13	05-06	I learnt more about myself and the way I am ...
14	179-180	I've become more accepting of myself...
21	30-31	It's helped me feel better about myself. Aware of what I'm doing and why.
22	20	... like a change in how I see myself ...
23	21-22	I feel better about myself and I think I know more

Interview Number	Line Number	Quotes
		about myself. I understand myself better.
24	24-25	... it really gave me a better view of myself.
28	99-101	I was always putting myself down and saying I was ugly and now I don't think I'm bad.
32	04-04	... it's helped me understand more about what I'm doing and why I'm doing it.
37	30-31	You learn lots about yourself ...
39	136-137	It was like looking in a mirror cause when you look at a mirror you just look at yourself.

(4.) Self-Confidence

The youth leaders responded that the fourth most important contribution of the Blue Lake Centre Youth Leadership Seminar to their leadership effectiveness and personal change was increased self-confidence. Sixty-nine percent of all youth leaders indicated they had a high increase in self-confidence. The breakdown of a high increase in self-confidence was 76.2% for the A Group and 61.9% for the B Group (see Table 5). The A Group indicated a moderately stronger response of 14.3% to this contribution of the Blue Lake Centre Youth Leadership Seminar on them. It is also important to note on Table 5 that 19.0% of the B Group responded they had a medium increase of self-confidence. This 61.9% (high) and 19.0% (medium) totaled an 80.9% increase in self-confidence. Because of this, the author believes the difference in increase in self-confidence could perhaps be more significant as a major theme (AG% = 76.2%) + (BG% = 80.9%) = (AG + BG% = 157.1% -:- 2 = 78.6%). Instead of ranking as number four in importance, it could rank number three in importance. However, because this was the only question in the interview that directly asked the youth leaders to rate it, if they did not address it, it will be left at the number four position. Comments typical of the youth leaders' remarks from the personal interviews included:

Interview Number	Line Number	Quotes
3	26	It gave me a lot of self-confidence in myself.

Interview Number	Line Number	Quotes
5	66-68	I think I'm more self-confident as a person at wherever I am because I used to be really, really quiet, but, uh, I guess not anymore.
7	121	Like now I'm pretty confident.
9	07	So that made me more self-confident in what I could do and what I thought ...
	139	Like you figure, "I can do anything now!"
15	04-05	Like my best friend, she said I seem more confident than I was before.
17	16-17	It's given me a boost of self-confidence.
18	42	I felt more confident about what I was doing and then like it was a vicious circle, only a good circle.
23	73	Before the camp, before both camps, I used to be really insecure.
24	75-76	... it all relates to self-confidence.
30	70-71	... from what I've experienced so far it's probably the most I've increased it [self-confidence] in my life so far.
39	144	A hundred percent [increase in self-confidence].
39	146	Self-confidence just shot right up there.
39	107-108	... and like me I wasn't sure of myself and now I am.

(5.) Involvement, Initiative, and Risking

The youth leaders responded that the fifth most important contribution of the Blue Lake Centre Youth Leadership Seminar to their leadership effectiveness and personal change was taking the initiative to risk and become involved. 66.7% of all youth leader leaders indicated this. The breakdown was 42.9% for the A Group and 90.5% for the B Group (see Table 5). The B Group indicated a very strong response of 47.6% more to this contribution of the Blue Lake Centre Youth Leadership Seminar on them. Because of the strength in the difference of percentages between the B Group and the A Group, the author believes this difference is significant. Comments typical of the youth leaders' remarks from the personal interviews included:

Interview Number	Line Number	Quotes
1	19-20	Uh, it helps me to take more risks, Things I was scared to do in life before, I can go ahead and try it out.
2	49-50	That helped me get involved more ...
3	11-13	... but I really got involved with everything else after Blue Lake. I really wanted to get in to start things ...
4	100-101	I can get into a lot more activities. Like before I'd just sit ...
5	14-15	I think I volunteer a lot more than I used to.
13	125	Ya. Taking more of the initiative now than I was before.
13	127-128	Ya. It feels better. You're doing something instead of just sitting there when you could have done something.
15	23	I'm getting more involved ...
27	67	I can do things and not be afraid to do them.
29	42-44	That's pretty accurate. Maybe not more risks involved but I'll sure tackle a task a lot faster and get it done a lot more efficiently.
32	149-150	Before the course I'd never really tried anything new. I'd just keep in the same old rhythm. Now I try different things to see what they're like.
33	08	I guess I'm not scared to try things.
34	60	... it's gotten me involved with many more other programs.
39	211	... you can take the risks.

Interview Number	Line Number	Quotes
40	58-59	... now that I've taken this I'm not scared to do anything anymore.

(6.) Communication: Receiving

The youth leaders responded that the sixth most important contribution of the Blue Lake Centre Youth Leadership Seminar to their leadership effectiveness and personal change was listening and paraphrasing. The breakdown was 61.9% for all youth leaders, 80.9% for the A Group, and 42.9% for the B Group (see Table 5). The A Group indicated a very strong response of 38% more to this contribution of the Blue Lake Centre Youth Leadership Seminar on them. Because of the strength in the difference of percentages between the A Group and the B Group, the author believes this is important. Part of this major theme was paraphrasing. This minor theme was analyzed (see Table 5) and 21.4% of all youth leaders thought this was a contribution of the Blue Lake Centre Youth Leadership Seminar to their leadership effectiveness and personal change.

On the Leadership Seminar Questionnaire (see Appendix D), youth leaders were asked in what ways the Blue Lake Centre Youth Leadership Seminar contributed to their leadership effectiveness. This qualitative data was also grouped into themes. Table 6 shows the ranking, the number of youth leaders responding, and the percentages for each major theme for the Combined Group, the A Group, and the B Group. On the Leadership Seminar Questionnaire the youth leaders indicated the most important ways the Blue Lake Centre Youth Leadership Seminar contributed to their leadership effectiveness were: (1) Improved Communication Skills (48.6%); (2) Understanding People (45.7%); (3) Understanding Self (31.5%); and (4) Increased Self-Confidence (31.5%). Almost all of the Leadership Seminar Questionnaires were completed by the youth leaders before the Personal Interviews were done. This data concurred with and supported the major findings of the Personal Interviews concerning the effects upon the youth leaders. The major effects on the youth leaders as determined by the Personal Interviews and the Leadership Seminar Questionnaires were: (1) communication skills; (2) understanding people; (3) understanding self; and (4) increased self-confidence.

One important point to note is that in the themes on Table 6 for the Leadership Seminar Questionnaire, the A Group indicated a 35.2% greater response

Table 6

Youth Leaders' Perceptions of the Specific Ways the Blue Lake Centre Youth Leadership Seminar Increased Their Leadership Effectiveness (Leadership Seminar Questionnaire Data)

Theme Effects of BLCYLS	Combined Group (N = 35)		A Group (N = 19)		B Group (N = 16)	
	Rank	Frequency (%)	Rank	Frequency (%)	Rank	Frequency (%)
Improved Communication Skills	1	17 (48.6%)	1	10 (52.6)%	1	7 (43.8%)
Understanding People	2	16 (45.7%)	2	9 (47.4%)	2	7 (43.6%)
Understanding Self	3	11 (31.5%)	2	9 (47.7%)	3	2 (12.5%)
Increased Self-Confidence	4	11 (31.5%)	2	9 (47.7%)	3	2 (12.5%)

than the B Group did on the themes of understanding self and increased self-confidence. Also, the themes from the Personal Interviews in Table 5 show significantly greater percentages for all themes. The author attributes this to the fact that during the interviews youth leaders were able to express themselves more freely and the author was able to ask for clarification of statements. In the written responses on the questionnaire, this probing type of research could not be done. Still, the Leadership Seminar Questionnaire themes and the Personal Interview themes concur and support each other's findings. Although compiled for each theme, specific quotes from the Leadership Seminar Questionnaire were not presented as they were typical of the quotes already presented from the Personal Interviews.

(7.) Goals

A minor theme that emerged from the Personal Interviews was goals. The A Group (see Table 7) responded that the eighth most important contribution of the Blue Lake Centre Youth Leadership Seminar to their leadership effectiveness and personal change were goals. In the A Group 33.3% (7/21) reported this; 4.8% (1/21) indicated that goals did not make a contribution and 61.9% (13/21) did not respond so it is unknown if goals were a factor to them. Comments typical of the youth leaders' remarks from the personal interviews included:

Interview Number	**Line Number**	**Quotes**
11	219-220	Person B - . . . the most major thing is the goals. Having a goal, even if it's not a leadership goal. You can apply it to different things . . . but it's the goals. The step method. I keep building and now every week or so I go back and look to see where it's going. It works good.
11	241-242	Person C - . . . it's kinda working for me. Some of the goals I've already achieved.
12	25-29	I'll do this and it would take me three months to do it. Now it takes me two weeks instead cause now I know how to do my goals, step by step.

Table 7

A Groups' Perceptions of the Specific Ways the Blue Lake Centre Youth Leadership Seminar Increased Their Leadership Effectiveness

(Personal Interview Data)

Effects on BLCYLS	Rank	A Group Only
Goals	8	N = 21 Yes = 7/21 = 33.3% No = 1/21 = 4.8% Not Addressed = 13/21 = 61.9%

Interview Number	Line Number	Quotes
14	26-28	I've just learned more goals I guess. Like how I can become a better leader, um, more goals in how to attain those goals.
14	86	I learned that you should always make goals and keep on striving.
18	206-207	Having goals and figuring out what I wanted to do. What I was interested in made me understand what I wanted to be.
20	47-49	I guess the session about setting your goals. I learnt to say "I can't make a big goal. I have to make smaller goals and be happy with the smaller goals I do."

In summary, the most important ways the youth leaders thought the Blue Lake Centre Youth Leadership Seminar contributed to their leadership effectiveness and personal change were: (1) improved communication skills - both sending and receiving; (2) increased awareness, acceptance, and understanding of other people; (3) increased awareness, acceptance, and understanding of self; (4) increased self-confidence, and (5) increased ability to take risks, to take the initiative, and to become involved. For the A Group a minor affect was setting goals.

(8.) Self-Esteem

Battle's Culture-Free Self-Esteem Inventory (see Appendix H) was used to measure youth leaders' self-esteem. It measured an individual's total, general, personal, and social perceptions (see p. 4). Battle's rating scale for the levels of self-esteem on his inventory are found in Table 8.

Total Self-Esteem

Using Battle's inventory, the most important measure for youth leader's self-esteem is the total self-esteem which is the combined scores of the general, personal, and social perceptions. Although there was no main effect for group, an examination of the results in Table 9 suggests there was a significant interaction effect between the A Group and the B Group from the Pretest to the Posttest (F = 6.014; df = 1,29; p. < .05). Inspection of the group means in Table 10 indicates the B

Table 8

Battle's Self-Esteem Rating Scale

Self-Esteem Scale	Personal	Social	General	Total
Very High	8	8	15+	31+
High	6-7	6-7	12-14	24-28
Intermediate	4-5	4-5	8-11	16-21
Low	2-3	2-3	5-7	9-13
Very Low	1	1	4	6

Table 9

Analysis of Variance Summary Table for Total Self-Esteem

A Group vs. B Group

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability
A (Group)	256.635	1.	356.635	3.923	0.057
S-Within	189.238	29.	65.422		
B (Time)	9.990	1.	9.990	1.413	0.244
AB (Interaction)	42.511	1.	0.070	6.014	0.020*
BS-Within	204.977	29.	7.068		

* p. < .05

Table 10

Means for Total Self-Esteem
A Group vs. B Group

		Time	
		Pretest	Posttest
Group	A Group	25.929	25.071
	B Group	20.176	22.647

Group had the increase in self-esteem. Table 10 also indicates the A Group slightly decreased in self-esteem. Further examination of Table 9 indicates there was almost significant group effect (F = 3.923; df = 1,29; p = .057). This implies that the A Group and the B Group were almost significantly different groups in relation to self-esteem levels at the start of the leadership seminar. Inspection of the group means in Table 10 suggests the B Group had an intermediate self-esteem level on Battle's Inventory while the A Group had a high self-esteem level on Battle's Inventory. The results suggest the Blue Lake Centre Youth Leadership Seminar increased the total self-esteem level of the B Group youth leaders who started with an intermediate level of total self-esteem (Table 10; pretest = 20.176), to a high total self-esteem level (Table 10; posttest = 22.647). The Blue Lake Centre Youth Leadership Seminar did not increase the self-esteem level of the A Group who already had high self-esteem (Table 10; pretest = 25.929). The Blue Lake Centre Youth Leadership Seminar seems to have contributed to the increase in self-esteem of youth leaders who started out with intermediate levels of self-esteem.

General Self-Esteem

The general self-esteem scale measured "an individual's overall general perceptions of his worth" (Battle, 1987, p. 78). An examination of the results in Table 11 suggests there was a significant interaction effect between the A Group and the B Group from the pretest to the posstest (F = 6.914; df = 1,29; p. < .05). Inspection of the group means in Table 12 shows the B Group contributed most to the general increase in self-esteem. It seems that again the Blue Lake Centre Youth Leadership Seminar may have increased the general self-esteem level of the B Group who started with an intermediate level of general self-esteem (Table 12; pretest = 10.059) to a high general self-esteem level (Table 12; posttest = 11.824).

Personal Self-Esteem

The personal self-esteem scale measured "an individual's authentic feelings of his self-worth" (Battle 1987, p. 78). An examination of the results in Table 13 indicates there was not a significant interaction effect between the A Group and the B Group from the pretest to the posttest (F = 0.602; df = 1,29; p = 0.444). Inspection of the group means in Table 14 shows the B Group (pretest = 3.412; posttest = 3.824) slightly increased in personal self-esteem. However, the Blue Lake Centre Youth

Table 11

Analysis of Variance Summary Table for General Self-Esteem

A Group vs. B Group

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability
A (Group)	52.239	1.	52.239	2.984	0.095
S-Within	507.598	29.	17.503		
B (Time)	4.232	1.	4.232	1.24	0.275
AB (Interaction)	23.595	1.	23.595	6.914	0.014*
BS-Within	98.961	29.	3.412		

* p. < .05

Table 12

Means for General Self-Esteem
A Group vs. B Group

		Time	
		Pretest	Posttest
Group	A Group	13.143	12.429
	B Group	10.059	11.824

Table 13

Analysis of Variance Summary Table for Personal Self-Esteem

A Group vs. B Group

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability
A (Group)	39.143	1.	39.143	3.437	0.074
S-Within	330.244	29.	11.388		
B (Time)	0.277	1.	0.277	0.141	0.710
AB (Interaction)	1.181	1.	1.181	0.602	0.444
BS-Within	56.916	29.	1.963		

Leadership Seminar did not increase the personal self-esteem level of the youth leaders.

Social Self-Esteem

The social self-esteem scale measured "an individual's perceptions of interpersonal peer relationships" (Battle 1987, p. 78). An examination of the results in Table 15 indicates there was not a significant interaction effect between the A Group and the B Group from the pretest to the posttest ($F = 0.575$; $df = 1,29$; $p = 0.455$). Inspection of the group means in Table 16 shows the B Group increased somewhat. Table 16 also indicates the A Group (pretest $x = 7.500$; posttest $x = 7.500$) stayed the same on social self-esteem. The Blue Lake Centre Youth Leadership Seminar did not increase the social self-esteem level of the youth leaders.

In summary, the Blue Lake Centre Youth Leadership Seminar seems to have increased the Total self-esteem and the General self-esteem of the B Group of youth leaders who started with intermediate self-esteem levels. The Blue Lake Centre Youth Leadership Seminar had no effect on the A Group of youth leaders who started with high self-esteem levels. The Blue Lake Centre Youth Leadership Seminar did not increase the Personal and Social self-esteem of the youth leaders of either group. These results suggest that the increase from an intermediate level of self-esteem to a high level of self-esteem in the B Group was a major contribution of the Blue Lake Centre Youth Leadership Seminar.

Question 1C: To determine the extended effects of the youth leadership seminar on participants.

During the Personal Interviews (see p. 103) youth leaders were asked if the Blue Lake Centre Youth Leadership Seminar had any personal effects on their lives in the areas of family, friends, school, or other. They were also asked if these effects were of a high, medium, or some (low) nature. The results are shown in Table 17. Forth-two youth leaders gave a total of 108 responses of high, medium, or some/low effect to the five categories of family, friends, school, work, and self.

In Table 17, Column A, the 108 responses were broken down into a total high extended effect of 69.4% (75/108), a total medium extended effect of 9.3% (10/108), and a total some/low extended effect of 21.3% (23/108) across all categories. These results suggest the skills learned and practiced at the Blue Lake Centre Youth Leadership Seminar were being used by the youth leaders outside of their associations.

To determine where the youth leaders were using their skills, it is necessary to look at Table 17, Column B. The youth leaders were equally using the skills with

Table 14

Means for Personal Self-Esteem
A Group vs. B Group

		Time	
		Pretest	**Posttest**
Group	A Group	5.286	5.143
	B Group	3.412	3.824

Table 15

Analysis of Variance Summary Table for Social Self-Esteem

A Group vs. B Group

Source	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio	Probability
A (Group)	6.429	1.	6.429	3.602	0.068
S-Within	51.765	29.	1.785		
B (Time)	0.332	1.	0.332	0.574	0.455
AB (Interaction)	0.332	1.	0.332	0.575	0.455
BS-Within	16.765	29.	0.578		

Table 16

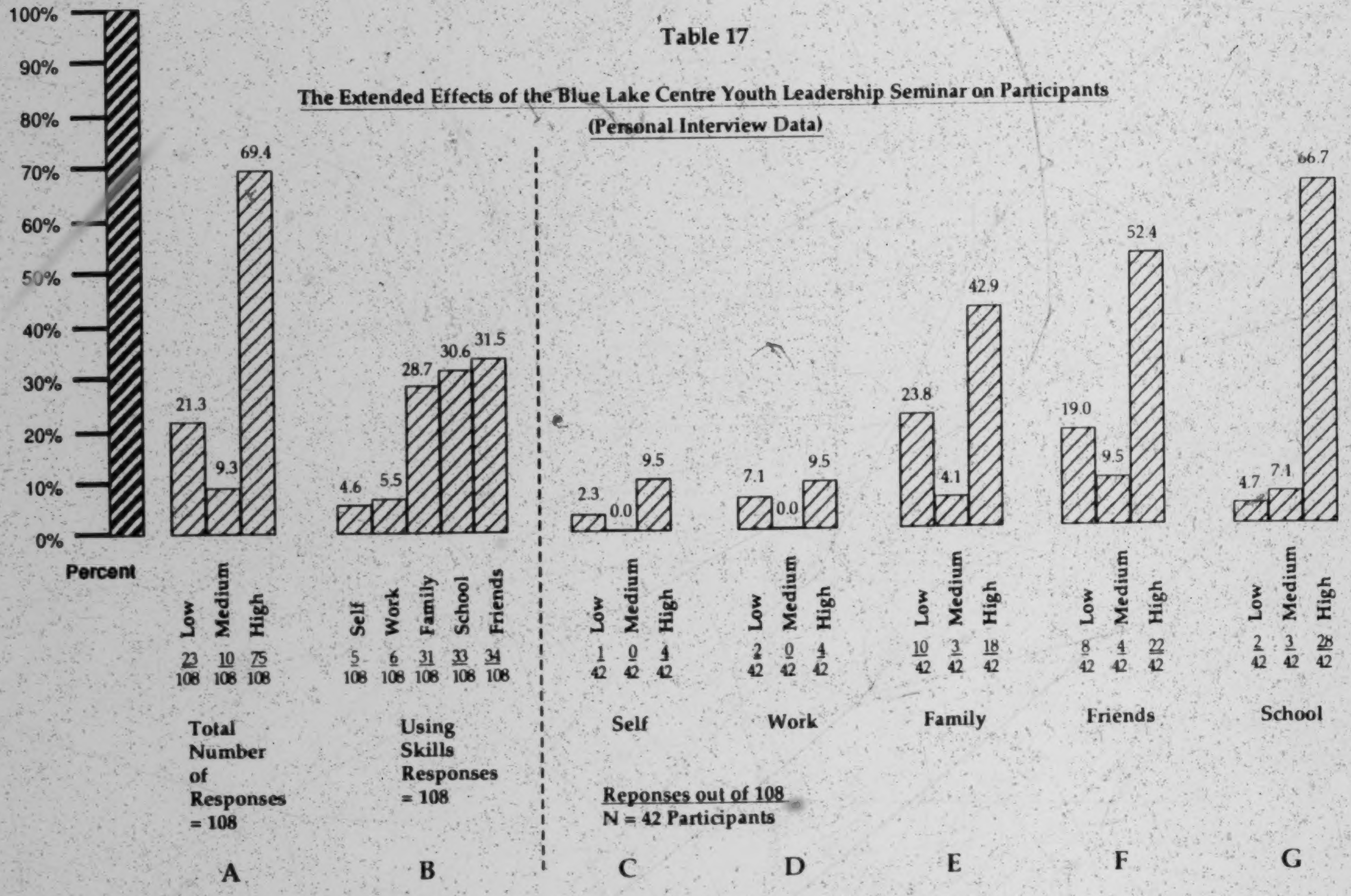
Means for Social Self-Esteem
A Group vs. B Group

		Time	
		Pretest	Posttest
Group	A Group	7.500	7.500
	B Group	6.706	7.000

Table 17

The Extended Effects of the Blue Lake Centre Youth Leadership Seminar on Participants

(Personal Interview Data)



friends - 31.5% (34/108), with family - 28.7% (31/108), and at school - 30.6% (33/108).

However, when the total responses in Table 17, from Columns A and B are analyzed in Columns C, D, E, F and G, the intensity of the extended effects become apparent. The youth leaders thought the Blue Lake Centre Youth Leadership Seminar had a high extended effect with them at school, 66.7% (28/48); in relation to their friends, 52.4% (22/42); and with family; parents and brothers and sisters, 42.9% (18/42).

In summary, the data suggests the Blue Lake Centre Youth Leadership Seminar had high extended effects with youth leaders in the three areas of school, friends, and family.

Question #1 Summary

In summary, the data suggests the Blue Lake Centre Youth Leadership Seminar significantly increased both groups of youth leaders' perception of their leadership effectiveness at the p.< .05 level between the pretest and the posttest, and between the thentest and the posttest. There was also a significant response shift in how youth leaders answered the Leadership Assessment Questionnaire. The most important ways the youth leaders thought the Blue Lake Centre Youth Leadership Seminar contributed to their leadership effectiveness and personal change were: (1) improved communication skills - both sending and receiving; (2) increased awareness, acceptance and understanding of other people; (3) increased awareness, acceptance, and understanding of self; (4) increased self-confidence; and (5) increased ability to take risks, to take the initiative, and to become involved. The Blue Lake Centre Youth Leadership Seminar seems to have increased the Total self-esteem and the General self-esteem of the B Group of youth leaders who started with intermediate self-esteem levels. The Blue Lake Centre Youth Leadership Seminar had no effect on the A Group of youth leaders who started with high self-esteem levels. The Blue Lake Centre Youth Leadership Seminar did not increase the Personal and Social self-esteem of the youth leaders of either group. These results suggest that the increase from an intermediate level of self-esteem to a high level of self-esteem in the B Group was a major contribution of the Blue Lake Centre Youth Leadership Seminar. Lastly, the Blue Lake Centre Youth Leadership Seminar had a positive extended effect with youth leaders in the three areas of school, friends, and family.

Question #2 **To what extent were the various youth leadership seminar sessions perceived by participants as contributing to their leadership effectiveness and personal change?**

The review of literature of youth leadership training programs pointed out that the programs' content and processes were not analyzed to determine which specific sessions youth thought contributed to their leadership effectiveness. Thus the data for this question is exploratory with little discussion offered because of a lack of studies with which to compare the data.

On the Leadership Seminar Questionnaire (see Appendix D) youth leaders were also asked to rate each session of the Blue Lake Centre Youth Leadership Seminar on how much they though it contributed to their leadership effectiveness when they returned to their associations. Table 18 shows the ranking of each session, the mean rounded to .10, the true mean, and the session description. The youth leaders' responses are skewed towards the positive contribution of all the sessions. The Combined Group means ranged from 1.8 to 4.5 (see Table 18). The A Group means ranged from 1.6 to 4.6 (see Table 19). The B Group means ranged from 1.9 to 4.4 (see Table 20). Most of the means ranged from 2.3 to 2.7. Because of the close grouping of the mean scores of the sessions at the high contribution end of the scale, there is difficulty in deciding the true contribution of many of the sessions. What is useful is determining those sessions at the high and low ends of the scale that the youth leaders thought contributed most and least to their leadership effectiveness. This data is taken from table 18 and reported in Table 21.

The eleven sessions that the youth leaders thought contributed most to their leadership effectiveness when they returned to their associations were active listening (1.8) and Bi/Polar (1.8), traits, characteristics, attitudes of a leader (2.0), campfire sharing circle (2.0), rock climbing (2.0), pinch theory (2.2), wholistic leadership development model (2.2), debriefing of rock climbing (2.3), navigation (2.3), vertical/lateral thinking 2.3) and key group debriefings (2.3). The five least important sessions were, the leadership journal (4.5), town hall (3.5), morning madness (2.3), the wide games (3.1), paraphrasing (2.9) and debriefing the orienteering (2.9).

Another point to note is that of the eleven sessions (see Table 21) youth leaders thought contributed to their leadership effectiveness and personal change, six sessions were content oriented (active listening, Bi/Polar, traits, etc. of a leader, pinch theory, wholistic leadership development model, and vertical/lateral

Table 18

Combined Group's Perceptions of the Blue Lake Youth Leadership Seminar Sessions Contributing to Their Leadership Effectiveness Upon Return to Associations

Rank and Mean Rounded to .10		Mean	Seminar Sessions Descriptions
1.	1.8	1.829	Active Listening
2.	1.8	1.829	Bi/Polar
3.	2.0	1.971	Traits, Characteristics, Attitudes of a Leader
4.	2.0	2.000	Campfire Sharing Circle
5.	2.0	2.029	Rock Climbing
6.	2.2	2.171	Pinch Theory
7.	2.2	2.229	Wholistic Leadership Development Model
8.	2.3	2.286	Debriefing of Rock Climbing
9.	2.3	2.286	Navigation
10.	2.3	2.314	Vertical/Lateral Thinking
11.	2.3	2.343	Key Group Debriefings
12.	2.4	2.400	The Campfire
13.	2.4	2.429	Task-Maintenance Functions
14.	2.5	2.457	Self Talk - Review of Present Leadership Situations
15.	2.5	2.457	Ba Fa, Ba Fa
16.	2.5	2.514	Association Skits
17.	2.5	2.543	Johari Window
18.	2.5	2.543	Orienteering
19.	2.5	2.543	Self Talk - Review of Past Leadership Situations
20.	2.6	2.571	Initiative Games
21.	2.6	2.571	Behavior Description
22.	2.6	2.600	Canoeing
23.	2.6	2.600	Personal Contracting
24.	2.6	2.600	Description of Feelings
25.	2.6	2.629	Debriefing the Navigation
26.	2.7	2.657	Rules
27.	2.7	2.714	Expectations and Concerns
28.	2.7	2.743	Perception Checks
29.	2.8	2.771	Debriefing Canoeing
30.	2.9	2.857	Debriefing Orienteering
31.	2.9	2.943	Paraphrasing
32.	3.1	3.114	Wide Games
33.	3.3	3.314	Morning Madness
34.	3.5	3.486	Town Hall
35.	4.5	4.514	Leadership Journal

Scale:
1 = very large contribution
2 = large contribution
3 = moderate contribution
4 = some contribution
5 = little contribution
6 = no contribution

N = 35

Table 19

A Group's Perceptions of the Blue Lake Centre Youth Leadership Seminar Sessions Contributing to Their Leadership Effectiveness Upon Return to Associations

Rank and Mean Rounded to .10		Mean	Seminar Sessions Descriptions
1.	1.6	1.579	Bi/Polar
2.	1.7	1.684	Active Listening
3.	1.7	1.737	Rock Climbing
4.	1.9	1.947	Pinch Theory
5.	2.0	2.009	Traits, Characteristics, Attitudes of a Leader
6.	2.0	2.000	Key Group Debriefings
7.	2.1	2.105	Vertical/Lateral Thinking
8.	2.1	2.105	Campfire Sharing Circle
9.	2.2	2.158	Wholistic Leadership Development Model
10.	2.2	2.158	Self Talk - Review of Present Leadership Situations
11.	2.2	2.211	Debriefing of Rock Climbing
12.	2.3	2.263	Navigation
13.	2.3	2.263	Self Talk - Review of Past Leadership Situations
14.	2.3	2.316	Initiative Games
15.	2.3	2.316	The Campfire
16.	2.4	2.421	Johari Window
17.	2.4	2.421	Task-Maintenance Functions
18.	2.5	2.474	Orienteering
19.	2.5	2.474	Ba Fa, Ba Fa
20.	2.5	2.474	Description of Feelings
21.	2.5	2.526	Behavior Description
22.	2.6	2.579	Personal Contracting
23.	2.6	2.579	Perception Checks
24.	2.6	2.632	Canoeing
25.	2.6	2.632	Association Skits
26.	2.7	2.684	Expectations and Concerns
27.	2.7	2.737	Debriefing the Navigation
28.	2.8	2.789	Paraphrasing
29.	2.8	2.789	Debriefing Canoeing
30.	2.8	2.842	Wide Games
31.	2.9	2.895	Debriefing Orienteering
32.	2.9	2.895	Rules
33.	3.3	3.316	Morning Madness
34.	3.4	3.789	Town Hall
35.	4.6	4.579	Leadership Journal

Scale: 1 = very large contribution
2 = large contribution
3 = moderate contribution
4 = some contribution
5 = little contribution
6 = no contribution

N = 19

Table 20

B Group's Perceptions of the Blue Lake Centre Youth Leadership Seminar Sessions Contributing to Their Leadership Effectiveness Upon Return to Associations

Rank and Mean Rounded to .10		Mean	Seminar Sessions Descriptions
1.	1.8	1.875	Campfire Sharing Circle
2.	1.9	1.937	Traits, Characteristics, Attitudes of a Leader
3.	2.0	2.00	Active Listening
4.	2.1	2.125	Bi/Polar
5.	2.3	2.312	Wholistic Leadership Development Model
6.	2.3	2.312	Navigation
7.	2.4	2.375	Rules
8.	2.4	2.375	Rock Climbing
9.	2.4	2.375	Debriefing Rock Climbing
10.	2.4	2.375	Association Skits
11.	2.4	2.437	Ba Fa, Ba Fa
12.	2.4	2.437	Task/Maintenance Functions
13.	2.4	2.437	Pinch Theory
14.	2.5	2.500	Debriefing the Navigation
15.	2.5	2.500	The Campfire
16.	2.6	2.562	Canoeing
17.	2.6	2.562	Vertical/Lateral Thinking
18.	2.6	2.625	Behavior Descriptions
19.	2.6	2.625	Orienteering
20.	2.6	2.625	Personal Contracting
21.	2.7	2.687	Johari Window
22.	2.7	2.750	Key Group Debriefings
23.	2.7	2.750	Expectations and Concerns
24.	2.7	2.750	Debriefing Canoeing
25.	2.7	2.750	Description of Feelings
26.	2.8	2.812	Debriefing Orienteering
27.	2.8	2.812	Self Talk - Review of Present Leadership Situations
28.	2.9	2.875	Initiative Games
29.	2.9	2.875	Self Talk - Review of Past Leadership Situations
30.	2.9	2.937	Perception Checks
31.	3.1	3.125	Town Hall
32.	3.1	3.125	Paraphrasing
33.	3.3	3.312	Morning Madness
34.	3.4	3.437	Wide Games
35.	4.4	4.437	Leadership Journal

N = 16

Scale:
1 = very large contribution
2 = large contribution
3 = moderate contribution
4 = some contribution
5 = little contribution
6 = no contribution

Table 21

Blue Lake Centre Youth Leadership Seminar Sessions Contributing Most and Least to Youth Leaders' Leadership Effectiveness

Most Important Blue Lake Centre Youth Leadership Seminar Sessions Contributing to Youth Leaders' Leadership Effectiveness Upon Return to Associations:

Rank and Mean Rounded to .10		Seminar Sessions Descriptions
1.	1.8	Active Listening
2.	1.8	Bi/Polar
3.	2.0	Traits, Characteristics, Attitudes of a Leader
4.	2.0	Campfire Sharing Circle
5.	2.0	Rock Climbing
6.	2.2	Pinch Theory
7.	2.2	Wholistic Leadership Development Model
8.	2.3	Debriefing of Rock Climbing
9.	2.3	Nagivation
10.	2.3	Vertical/Lateral Thinking
11.	2.3	Key Group Debriefings

Least Important Blue Lake Centre Youth Leadership Seminar Sessions Contributing to Youth Leaders' Leadership Effectiveness Upon Return to Associations:

Rank and Mean Rounded to .10		Seminar Sessions Descriptions
30.	2.9	Debriefing the Orienteering
31.	2.9	Paraphrasing
32.	3.1	Wide Games
33.	3.3	Morning Madness
34.	3.5	Town Hall
35.	4.5	Leadership Journal

Scale:
1 = very large contribution
2 = large contribution
3 = moderate contribution
4 = some contribution
5 = little contribution
6 = no contribution

N = 16

thinking), three sessions were process oriented (campfire sharing circle, debriefing of rock climbing and key group debriefings) and two sessions were activity oriented (rock climbing and navigation).

Lastly on the Leadership Seminar Questionnaire (see Appendix D), the A Group was also asked to rate the action planning session. The results in Table 22, indicated the action planning session ranked eighteenth (2.474). Thus action planning fell into the close grouping with the other sessions reported in Table 14 and had a medium effect on the A Group's leadership effectiveness.

Question #3 What were the effects of the youth leadership seminar action planning session on participants?

Question 3A To determine how successful participants were in achieving leadership goals they set for themselves.

On the Action Planning Questionnaire (see Appendixes F & G) the A Group and the B Group were asked to rate each leadership goal on how successful they were in achieving it. An examination of the mean results in Table 23 suggests both the A Group (2.4472) and the B Group (2.2115) thought they had a large success in achieving the goals they set for themselves. Also, a t-test comparing the means of the groups ($t = 0.96$; $df = 31.96$; $F = 1.14$) indicated the mean score for the A Group (2.4472) did not differ significantly from the mean score for the B Group (2.2115), at the .05 level. This implies that the action planning session did not have a significant effect on the A Group achieving their leadership goals when compared with the B Group who did not have action planning.

An examination of Table 24 shows the A Group's and the B Group's perceptions of the degrees of success in achieving each leadership goal they set for themselves. Of the first four goals, both the A Group and the B Group felt they had a large to very great success in achieving their goals. For the A Group, valid percentages ranged from 50% to 66.7%. For the B Group, valid percentages ranged from 50% to 75%. For the fifth goal set, the A Group felt they had a large to very great success in achieving it. The valid percentage was 66.7%. For the fifth goal set, the B Group (N=3) felt they only had some to moderate success in achieving it. The valid percentage was 100%. What this result suggests is that action planning may contribute to achieving more goals, especially those that are not of a high priority.

Table 22

A Group's Perceptions of the Action Planning Session Contributing to Their Leadership Effectiveness in Comparison to the Other Blue Lake Centre Youth Leadership Seminar Sessions

Rank	Mean Rounded .10	True Mean	Description
18	2.5	2.474	Action Planning

N = 18

Table 23

Success in Achieving Leadership Goals

A Group vs. B Group

							Pooled Variance Estimate			Separate Variance Estimate		
Variable	Number of Cases	Mean	Standard Deviation	Standard Error	F Value	2-Tail Prob.	T Value	Degrees of Freedom	2-Tail Prob.	T Value	Degrees of Freedom	2-Tail Prob.
A Group	18	2.4472	0.744	0.175	1.19	0.741	0.96	32	0.345	0.96	31.96	0.342
B Group	16	2.2115	0.682	0.170								

Scale: 1 = very great success
6 = no success

Table 24

A Groups' and B Group's Perceived Degrees of Success in Achieving Each Leadership Goal Set

A Group Valid Percentage	B Group Valid Percentage
Goal #1:	Goal #1:
1-2 - very great/large = 66%	1-2 - very great/large = 75.1%
3-4 - moderate/some = 33.4%	3-4 - moderate/some = 25.1%
5-6 - little/none = 0%	5-6 - little/none = 0%
Valid Cases - 18	Valid Cases - 16
Goal #2	Goal #2
1-2 - very great/large = 58.8%	1-2 - very great/large = 61.6%
3-4 - moderate some = 41.2%	3-4 - moderate some = 48.5%
5-6 - little/none = 0%	5-6 - little/none = 0%
Valid Cases - 17	Valid Cases -13
Goal #3	Goal #3
1-2 - very great/large = 64.7%	1-2 - very great/large = 50%
3-4 - moderate some = 35.3%	3-4 - moderate some = 50%
5-6 - little/none = 0%	5-6 - little/none = 0%
Valid Cases - 17	Valid Cases -8
Goal #4	Goal #4
1-2 - very great/large = 50%	1-2 - very great/large = 60%
3-4 - moderate some = 28.5%	3-4 - moderate some = 40%
5-6 - little/none = 21.4%	5-6 - little/none = 0%
Valid Cases - 17	Valid Cases - 5
Goal #5	Goal #5
1-2 - very great/large = 66.7%	1-2 - very great/large = 0%
3-4 - moderate some = 16.7%	3-4 - moderate some = 100%
5-6 - little/none = 16.7%	5-6 - little/none = 0%
Valid Cases - 6	Valid Cases -3

Degrees of Success:

1-2	very great/large
3-4	moderate some
5-6	little/none

Table 25 shows the total number of goals set for the A Group was seventy and for the B Group was forty-five. These results suggest two things. The first is that the A Group set twenty-seven (72-45) more goals than the B Group. The second is that on the average the A Group set more goals/person (A Group = 4.0 goals/person; B Group = 2.8 goals/person). The implications from this suggest that the action planning resulted in the A Group setting more goals.

In summary, both the A Group and the B Group thought they had a large degree of success in achieving the goals they set. Action planning did not have a significant impact on the A Group achieving their goals when compared to the B Group. The action planning helped the A Group achieve its lowest priority goal more than the B Group. Because of the action planning session the A Group seems to have set more goals than the B Group.

Question 3B To determine the extent to which the the action planning session contributed to achieving personal leadership goals.

On the Action Planning Questionnaire (see Appendix F) the A Group was asked to rate each leadership goal on how much they thought the action planning session contributed to them achieving each goal. An examination of the results in Table 26 indicated the A Group thought action planning made a large to very great contribution to them achieving their leadership goals. Valid percentages ie: which excluded missing values, ranged from 42.9% to 64.7%. Only on goal number four did 24.4% of the A Group think action planning made little or no contribution. The results from the perspective of the A Group suggest they believed the action planning made a significant contribution to them achieving their leadership goals.

In the Action Planning Questionnaire (see Appendix G) the B Group was asked if they came up with a plan, method, or technique to achieve their leadership goals. Their answer was no. They did not develop their own type of action planning technique. Comments typical of the B Group's remarks from the Action Planning Questionnaire included:

1. I just go to all the meetings and activities they have.
2. I thought I'd try speaking for myself.
3. I started using the skills taught to me here.
4. I try my best at everything.
5. I attend as many cadet functions as possible.
6. I have been doing everything possible to let my leadership qualities show.
7. No, not a plan, but more of taking responsibility to learn to that I may

Table 25

Total Number of Goals Set
A Group vs. B Group

A Group	B Group
# of set goals = 72	# of set goals = 45
N = 18	N = 16
Mean = 4.0 goals/person	Mean = 2.8 goals/person

N = Number of youth leaders

Table 26

A Group's Perceptions of Action Planning Contributing to Their Leadership Goal Achievement

Goal #1	1-2	large to very great contribution	=	55.5%
	3-4	some to moderate contribution	=	44.4%
	5-6	no to little contribution	=	0.0%
	Valid Cases = 18			
Goal #2	1-2	large to very great contribution	=	64.7%
	3-4	some to moderate contribution	=	35.3%
	5-6	no to little contribution	=	0.0%
	Valid Cases = 17			
Goal #3	1-2	large to very great contribution	=	53.0%
	3-4	some to moderate contribution	=	47.0%
	5-6	no to little contribution	=	0.0%
	Valid Cases = 17			
Goal #4	1-2	large to very great contribution	=	42.9%
	3-4	some to moderate contribution	=	35.7%
	5-6	no to little contribution	=	24.4%
	Valid Cases = 17			
Goal #5	1-2	large to very great contribution	=	66.7%
	3-4	some to moderate contribution	=	33.3%
	5-6	no to little contribution	=	0.0%
	Valid Cases = 6			

achieve my goals.

8. Being more aggressive, don't be worried about what others think or say;
9. I haven't really really come up with any method, plan, or technique to achieve my leadership goals.
10. I am willing to learn anything new or I am willing to change anything that doesn't fit my needs.
11. No, they just came out in the open.
12. I kept looking back through everything we learned and when I needed help I just read through the stuff and applied it to what I was doing.

An examination of these comments concurs with and supports the results in Question 1B (see p.135) in which 90.5% (19/21) of the B Group responded that the number one contribution to their leadership effectiveness and personal change was taking the initiative, to risk and to become involved. In action planning although the B Group said they did not develop a plan or method, they did say, "Just go to all the meetings and activities, try my best at everything, attend as many cadet functions as possible, applied it to what I was doing, etc." The most important result is that the B Group set goals for themselves. This concurs with the results from Question 3C in which the A Group thought that two of the most important elements of action planning were determing leadership goals for the next year and determining life leadership goals.

Question 3C To determine the extent to which the different elements of the action planning session contributed to achieving personal leadership goals.

On the Action Planning Questionnaire (see Appendix F) the A Group was also asked to rate each element of the action planning sessions on how much it contributed to them achieving their leadership goals. Table 27 shows the rankings of each element of the action planning session, the mean rounded to .10, the true mean, and the description of each element. The A Group's responses were skewed toward the positive contribution of each element of the action planning session. The means ranged from 2.0 to 3.3. Because of the close grouping of the mean scores at the high contribution end of the scale, there is difficulty in deciding the true contribution of many of the elements of the action planning session. What is useful is determining those elements at the ends of the scale that contributed most

Table 27

A Groups' Perceptions of the Action Planning Elements Contributing to Them Achieving Their Leadership Goals

Rank and x Mean Rounded to .10		Mean	Step	Element Description
1.	2.0	2.000	2	Determining My Values
2.	2.1	2.111	3	Leadership Goals - Next Year
3.	2.1	2.111	8	Success Method Hints
4.	2.1	2.167	3	Leadership Goals - Life
5.	2.1	2.167	5	Small Steps
6.	2.3	2.278	3	Leadership Goals - 3 Months
7.	2.3	2.333	8	Celebrating Success
8.	2.4	2.389	1	Reviewing Present Leadership Situations
9.	2.4	2.444	5	Identifying Significant Others
10.	2.4	2.444	6	Keep, Stop, Start Doing
11.	2.7	2.667	8	Sabotage Method Hints
12.	2.7	2.722	4	Writing Leadership Goal Statements
13.	2.7	2.722	6	How Is My Time Best Spent Now
14.	2.8	2.778	5	Timelines and Deadlines
15.	2.8	2.778	6	Sharing With Significant Others
16.	2.9	2.889	6	Touching Base Daily and Weekly
17.	3.0	2.944	4	Practice Writing Leadership Goal Statements
18.	3.1	3.111	1	Reviewing Past Leadership Situations
19.	3.1	3.167	7	Questions for Reviewing
20.	3.3	3.333	6	Letter of Contract

Scale:
1 = very large contribution
2 = large contribution
3 = moderate contribution
4 = some contribution
5 = little contribution
6 = no contribution

N = 18

From Benson's Eight Step Goal Achievement (See Appendix E)

and least to achieving the leadership goals (see Tables 28 and 29).

The five most important elements of the action planning session perceived by the A Group as contributing to them achieving their leadership goals were: (1) determining my values (2.0); (2) determining leadership goals for the next year (2.1); (3) determing life leadership goals (2.1); setting small steps to achieve leadership goals (2.1), and (5) success method hints to achieve leadership goals (2.1).

Question 3D To determine the type of leadership goals set by participants.

On the Action Planning Questionnaire (see Appendixes E and F), both the A Group and the B Group were asked to list the leadership goals they set for themselves. Using the same thematic analysis as the Personal Interviews, the goals were categorized into different areas (see Table 30), The goal areas that emerged were leadership, school, family, friend and self-general. An examination of the results in Table 30 indicated the A Group set twenty-seven(72 - 45 = 27) more goals or sixty percent (72/100 - 45/100) more goals than the B Group. Even though the total numbers of goals set by the B Group was less than the total number of goals set by the A Group, the B Group set more goals specifically related to leadership. The B Group set 53.5% (24/45) of their goals related specifically to leadership whereas the A Group set only 19.4% (14/72) of their goals related specifically to leadership even though the A Group took part in an action planning session which was designed for them to set specific leadership goals. The A Group set a higher total number of goals not related to leadership than did the B Group. The A Group set 80.5% (58/72) of their goals related to school, family, friends, self or general while the B Group only set 46.6% (21/45) of their goals related to school, family, self, or general.

From analysis of Question 3C (see p. 174), the elements of the action planning session the A Group thought contributed to their achievement of their leadership goals; it is noted that practice in writing leadership goal statements ranked seventeenth out of twenty, and writing my leadership goal statements ranked twelfth out of twenty. Thus, from the A Group's perspective, writing specific goal statements was not seen as important.

In the examination of Table 31 of the examples of leadership goals set, it is important to note that many of the leadership goals set by the B Group were specific leadership goals such as improving rank, improving efficiency, getting a promotion, becoming a squadron commander, being in charge of an honor guard, etc.. The A Group set general leadership goals. These included delegating tasks,

Table 28

Five Elements of Action Planning Contributing Most to A Group Achieving Their Leadership Goals

Rank	Mean	Description
1	2.0	Determining my values.
2	2.1	The leadership goals I want to achieve in the next year of my life.
3	2.1	Success method hints.
4	2.1	The leadership goals I want to achieve in my life.
5	2.1	Setting small steps to achieve my leadership goals.

Scale:
1 = very large contribution
2 = large contribution
3 = moderate contribution
4 = some contribution
5 = little contribution
6 = no contribution

N = 18

From Benson's Eight Step Goal Achievement (See Appendix E)

Table 29

Five Elements of Action Planning Contributing Least to A Group Achieving Their Leadership Goals

Rank	Mean	Description
16	2.9	Touching base daily and weekly with my leadership goals.
17	3.0	Practice writing leadership goal statements.
18	3.1	Reviewing my past leadership situations.
19	3.1	Questions for reviewing daily and weekly.
20	3.3	Letter of contract.

Scale: 1 = very large contribution
2 = large contribution
3 = moderate contribution
4 = some contribution
5 = little contribution
6 = no contribution

N = 18

From Benson's Eight Step Goal Achievement (See Appendix E)

Table 30

Type of Leadership Goals the A Group and B Group Set
(Action Planning Questionnaire Data)

	Total Goals	Leadership Goals	Self/General Goals	School Goals	Friend Goals	Family Goals
A Group	72	14/72 = 19.4%	55/72 = 76.4%	2/72 = 2.8%	1/72 = 1.5%	0/72 = 0%
B Group	45	24/45 = 53.3%	18/45 = 40%	1/45 = 2.2%	1/45 = 2.2%	1/45 = 2.2%

Table 31

Examples of Leadership Goals Set by the A Group and the B Group

A Group Examples of Leadership Goals:

1. To have more confidence in the way that I teach.
2. Become more comfortable talking in front of a group.
3. To delegate tasks to team.
4. To be a less forceful leader.
5. To be a better leader as in giving better constructive criticism.
6. To start to be more enthusiastic in the gym.
7. To become a better peer leader.
8. To be a better sailor.
9. To delegate responsibility in a group rather than trying to accomplish the task alone.
10. I will become a more effective leader by concentrating on my people and program skills.
11. I will grow and learn with the people I am leading.
12. Leadership skills.

B Group Examples of Leadership Goals:

1. To make the B & G Club Keystone work.
2. To make my club first on my list of goals.
3. To be a better leader.
4. To get involved with JFW more.
5. To become a better leader.
6. To improve my rank within my squadron.
7. To improve the efficiency level of the squadron.
8. To work harder in cadets.
9. To hopefully struggle hard enough and get my promotion.
10. To be squadron commander.
11. To be in charge of the honor guard.
12. Better control over the groups I lead.

promotion, becoming a squadron commander, being in charge of an honor guard, etc.. The A Group set general leadership goals. These included delegating tasks, less forceful, more enthusiastic, concentrating on my people and program skills, etc..

In summary, the results are that both the A Group and the B Group set leadership goals. The B Group set more specific leadership goals and the A Group set more general goals and set more goals in total.

Question #3 Summary

In summary, the A Group who had the action planning session and the B Group who did not have action planning both set goals for themselves. Both groups thought they had a large degree of success in achieving their goals. The A Group thought the action planning session made a significant contribution in helping them achieve their goals. The A Group thought the most important elements of the action planning session that contributed to them achieving their goals were: (1) determining my values; (2) determining leadership goals for the next year; (3) determining life leadership goals; (4) setting small steps to achieve leadership goals; and (5) success method hints to achieve leadership goals. The A Group set more goals than the B Group. However, the B Group set more specific leadership goals while the A Group set more general goals. The B Group said they did not come up with a plan, method or technique to achieve their goals. They said they "just went and did it".

Discussion Of The Results

This section of the chapter will critically reflect on the following questions:

(1) What were the effects of the Blue Lake Centre Youth Leadership Seminar on youth leaders and to what extent does the evidence substantiate those effects?

(2) What were the effects of the various seminar sessions on youth leaders leadership effectiveness and to what extent does the evidence substantiate those effects?

(3) What were the effects of action planning on youth leaders' leadership effectiveness and to what extent does the evidence substantiate those effects?

Effects of the Blue Lake Centre Youth Leadership Seminar on Youth Leaders Leadership Effectiveness

The first effect was on increased self-perceived leadership effectiveness of the youth leaders. This was described in Question 1A (see p. 129) and measured by the Leadership Assessment Questionnaire (see Appendix C). Does the evidence substantiate that the Blue Lake Centre Youth Leadership Seminar increased youth leaders' leadership effectiveness? The findings (see p. 133) suggested that both the A Group and the B Group perceived they had increased their leadership effectiveness. In this study, through the statistical significance of the two groups, the conclusion is the leadership seminar did increase the youth leaders' self-perceived leadership effectiveness.

Also, in Question 1A (see p. 129) a post hoc Scheffé Test for multiple comparisons of means was done. These results indicated there was a statistically significant response shift for the Pretest vs. Thentest. The youth leaders rated themselves as more effective leaders on the pretest than they did on the thentest. However, statistically significant differences of mean were found for both the Pretest vs. Posttest, and Thentest vs. Posttest. Cronbach and Furby (1970, p. 6) asked, "Are pretests and posttests measuring the same variable?" If the pretest and posttest instruments are measuring the same variable, then an accurate analysis of the effects of the study can be made. If they are not measuring the same variable, then an inaccurate analysis of the effects will result. The "thentest" measures the same variable and therefore provides a more accurate analysis of the effects of an experiment. A pretest/thentest/posttest approach makes this possible because subjects have used the same frame of reference on the thentest as they used in the posttest self-report instruments. In this study, through the use of the pretest/thentest/posttest approach and the statistical significance of the comparisons of the means, the conclusion is the Leadership Assessment Questionnaire was measuring the same variable and youth leaders actually did increase their self-perceived leadership effectiveness.

In Question 1A (see p. 133) the Leadership Seminar Questionnaire (see Appendix D) was also used to ask youth leaders if they thought the Blue Lake Centre Youth Leadership Seminar increased their leadership effectiveness. The findings indicated that both the A Group and the B Group thought the seminar "contributed to a great extent" to their leadership effectiveness. Again, this was evidence that was reported by two groups to support the conclusion that the leadership seminar increased youth leaders' self-perceived leadership effectiveness.

What the preceding results have shown is evidence through a "triangulation of measurement" (Webb, Campbell, Schwartz, and Sechrest; 1968, p. 3). Campbell and Feske (1959, n.p.) claimed:

> . . . the most futile search for validity comes from a combined series of different measures, each with its idiosyncratic weaknesses, each pointed to a single hypothesis. When a hypothesis can survive the confrontation of a series of complementary methods of testing, it contains a degree of validity unattainable by one tested within the more constricted framework of a single method.

In this study the triangulation of measurement involved (1) two groups; A Group and B Group, (2) the use of the pretest/thentest/posttest approach with the Leadership Assessment Questionnaire, and (3) the use of two instruments; the Leadership Assessment Questionnaire and the Leadership Seminar Questionnaire. All of the results, individually and collectively, substantiated the conclusion that the Blue Lake Centre Youth Leadership Seminar increased youth leaders' self-perceived leadership effectiveness.

It is important to emphasize the point that both the Leadership Assessment Questionnaire and the Leadership Seminar Questionnaire measured only the youth leaders' perceptions of their leadership effectiveness. To provide further evidence of the youth leaders' increased leadership effectiveness, it would be necessary to also measure the youth leaders' followers', co-leaders', and supervisors' perceptions of their leadership effectiveness. However, Bass (1981, p. 36), in his review of leadership studies in this area, reported:

> Ratings by observers and subordinates are biased on their own individual social realities . . . which accounts for the low

> correlations often found between supervisor, peer, and subordinate ratings of the same leaders . . . .

Therefore, this method of inquiry may not lead to further substantiation of increased youth leaders' leadership effectiveness because it would still be subjective.

Leadership Effectiveness Components

Question 1A of this study first wanted to ascertain if youth leaders increased their leadership effectiveness. It then wanted to find out what those specific areas of change were. Question 1B (see p. 135) focused on the most important areas the youth leaders thought the Blue Lake Centre Youth Leadership Seminar contributed to their leadership effectiveness and personal change. The findings from the Personal Interviews (see p. 136) indicated these were: (1) improved communication skills: both sending (90.5%) and receiving (61.9%); (2) increased awareness, acceptance, and understanding of other people (85.7%); (3) increased awareness, acceptance and understanding of self (73.8%); (4) increased high self-confidence (69.0%); and (5) increased ability to take risks, to take the initiative, and to become involved (66.5%). The findings from the Personal Interviews were similar for the A Group and the B Group for, (1) improved communication skills-sending; (2) increased awareness, acceptance and understanding of other people; and (3) increased awareness, acceptance and understanding of self. The findings of the Leadership Seminar Questionnaire (see p. 146) concurred with and supported the preceding three findings from the Personal Interviews. Again these results were substantiated by triangulation of measurement which involved (1) two groups and (2) the use of two instruments; Personal Interviews and the Leadership Seminar Questionnaire.

The findings from the Personal Interviews that were different for the effects were: (1) increased high self-confidence (AG + BG = 69.0%, AG = 76.2%, BG = 61.9%); (2) increased ability to take risks, to take the initiative, and to become involved (AG + BG = 66.7%, AG = 42.9%, BG = 90.5%); and (3) increased communication skills-receiving (AG + BG = 61.9%, AG = 80.9%, BG = 42.9%). The combined percentages of the A Group and the B Group provide moderate support the Blue Lake Centre Youth Leadership Seminar resulted in these effects. It is important to note that the effects varied for the A Group and the B Group.

To explain the overall differences in their findings an analysis of the intact groups was undertaken. In the analysis no appreciable differences were found for type of youth association represented or number of representatives from each association. However, the analysis indicated that the A Group's male/female ratio (3/19) was different from the B Group's male/female ratio (10/9). Although the male/female ratio was different between the groups no logical interpretation was arrived at of how this ratio would explain the difference for the effects.

To provide a plausible explanation for the differences in self-confidence between the group it is noted the A Group started and ended with high self-esteem. It was therefore only possible for the A Group to improve a small amount on the posttest. However, because of this ceiling effect the B Group started with intermediate self-esteem and ended with high self-esteem. It was previously cited by Bass (1981) that leaders rated higher in self-confidence and self-esteem than their followers. It was also previously noted how several theorists used self-confidence in defining the construct of self-esteem. In this study the B Group increased in both self-esteem and self-confidence which would provide evidence for this relationship between self-esteem and self-confidence. However, A Group provides confounding data because it did not increase in self-esteem but did increase in self-confidence. Thus, would provide evidence that a relationship between self-esteem and self-confidence does not exist.

To explain the differences between the groups in risking, involvement and initiative Bass (1981) referred to research by Clausen (1965) and Burnstein (1969) who reported, "... high risk takers tended to score high in self-confidence which in turn led them to attempt and succeed in influencing the group to follow the lead" (p. 135). What the data now starts to suggest is a three-way relationship between self-esteem, self-confidence; and risking, involvement , and taking the initiative. The results tend to suggest the possibility of how leadership developed for the B Group. It would seem that first self-esteem increased, which lead to an increase in self-confidence, which resulted in the ability to take risks, to become involved, and to take the initiative. Because the A Group already had high self-esteem their self-confidence was not transferred to taking risks because they perhaps had already been doing so. However, for the B Group this was new and so they were exploring new behaviors.

It must be pointed out the preceding explanation is made from the inductive reasoning of the author so it must be cautiously interpreted. However, the effects of the Blue Lake Centre Youth Leadership Seminar focus attention on the relationship among self-esteem; self-confidence; and risk taking, involvement and initiative as it relates to developing the leadership abilities of youth. The results of the differences between the groups in receiving communication could not be explained by the data. The synthesis of the data provided no plausible logical interpretations.

In Question 1B self-esteem was one of the leadership effectiveness variables this study attempted to isolate. The degree of change in youth leaders' self-esteem as measured by Battle's Culture-Free Self-Esteem Inventory (see Appendix G). The findings of Table 9 (see p. 150) indicated there was a significant interaction effect between the A Group and the B Group from the Pretest to the Posttest (F = 6.014; df = 1,29; p. < .05). Inspection of the group means in Table 10 (see p. 151) suggested the B Group had the increase in self-esteem. Battle (1987, pp. 24-25) stated:

> Once a level of self-esteem is established, it tends to be stable and fairly resistant to change. Consequently, we find high correlations between an individual's self-esteem when it is assessed from time to time, over the years . . . .
>
> Although self-esteem is mostly stable, change can occur during any developmental period. In order for significant change to occur, however, some form of intervention is required . . . . Development of self-esteem commences during the first year of life and becomes stable at about age ten.

Based on the fact that the pretest and the posttest were administered three months apart to allow for an afterdrop effect, and that self-esteem is stable over time, and that the ages of the youth leaders were 14 to 17 years old, the evidence suggests that the Blue Lake Centre Youth Leadership Seminar may have been the intervention that increased the total self-esteem of the B Group from an intermediate to a high level of self-esteem. The A Group started and ended with a high level of self-esteem so an increase in their self-esteem would not be expected.

Branden (1969, p. 110) stated: "Self-esteem has two interrelated aspects. It entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect." If this definition of self-esteem is used, then some of the findings from Question 1B (see p. 135) and the Personal Interviews may be seen to have supported this definition. The findings were that 76.2% of the A Group and 61.9% of the B Group thought they had a high increase in their self-confidence because of the Blue Lake Centre Youth Leadership Seminar. Also, 19.0% of the B Group thought they had a medium increase in their self-confidence. This would provide "triangulation of measurement" by two groups and two instruments to support the evidence for this construct of self-esteem and that the leadership seminar actually did increase the B Group's self-esteem (61.9% high + 19.0% medium = 80% high to medium increase). However, it could also be argued from the evidence that self-confidence is not part of self-esteem. The A Group started and ended with high self-esteem (see Table 10) and therefore did not increase in self-esteem. Yet, from the Personal Interviews (see Table 5), 76.2% (16/21) of the A Group thought they highly increased their self-confidence. This increase in high self-confidence was even more than the B Group's increase (61.9% = 13/21). Coopersmith (1967) defined self-esteem as:

> The evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy.

If this definition of self-esteem is used, then some of the findings from Question 1B (see p. 135) and the Personal Interviews supported this definition. The findings were that 76.2% of the A Group and 71.4% of the B Group thought they increased their awareness, acceptance and understanding of self. This would again provide "triangulation of measurement" evidence for this construct of self-esteem and that the leadership seminar contributed to an increase in the B Group's self-esteem.

Question 1C sought to determine the extended effects of the youth leadership seminar on participants (see Table 17, p. 160). The Personal Interview data suggested the Blue Lake Centre Youth Leadership Seminar had high extended effects with youth leaders in the areas of school, friends and family. Question #3 from the Personal Interviews asked participants in which specific leadership situations they used the skills or knowledge from the leadership seminar. Participants knew they were using the skills and knowledge but could not articulate enough specific leadership instances to generate into any meaningful data for analysis. However, when asked in Question #6 from the Personal Interviews to provide examples of using the skills and knowledge with family, friends or school a great deal of information for analysis was generated. In hindsight this is perfectly logical because the participants would only spend a small percentage of their time involved with their youth leadership roles in their associations when compared to the other roles they have in society. As teenagers they would spend the greatest percentage of time at school, with friends and with family.

The conclusion as supported by the evidence suggests the skills learned and practiced by the youth leaders were also being used by them outside of their association leadership roles at school, with friends and with family.

Effects of the Various Leadership Seminar Sessions on Youth Leaders' Leadership Effectiveness and Personal Change

One of the questions in the Leadership Seminar Questionnaire (see Appendix D) asked participants to rank the seminar sessions in relation to contributing to their leadership effectiveness upon return to their associations. The most important session that youth leaders thought contributed to their leadership effectiveness was active listening (see p. 163). This data concurs with the data from the Personal Interviews that communication skills were an important area that increased youth leaders' leadership effectiveness. The second most important session that youth leaders' thought contributed was Bi/Polar. The objective of the Bi/Polar session (see Appendix I) was for youth leaders to develop an understanding and appreciation of self and others. This data concurs with the data from the Personal Interviews (see p. 135) that increased awareness, acceptance and understanding of other people and self were important areas that increased youth leaders' leadership effectiveness.

The use of the A Group and the B Group, and the use of the Personal Interviews and the Leadership Seminar Questionnaire provided "triangulation of measurement" to substantiate the evidence that those Blue Lake Centre Youth Leadership Seminar sessions increased youth leaders' leadership effectiveness in those areas.

Effects of the Action Planning Session on Youth Leaders' Leadership Effectiveness

Action planning was the only experimental treatment effect of this study. Subjects attended on two separate occasions. Because the action planning session was given only to the July subjects they were named the A Group. The August subjects were named the B Group.

Question 3A (see p. 167) focused on determining how successful the A Group and the B Group were in achieving any goals they set. Both groups thought they had a large degree of success in achieving their goals. A t-test (see p. 169) also confirmed this. This evidence indicated there was no difference in success in achieving goals, even though the A Group had the action planning session and the B Group did not have it. This does not support Lock and Latham's (1985, p. 210) hypothesis that "Goal attainment will be facilitated by a suitable plan of action, or strategy, especially when the task is complex or long-term."

Upon critical reflection this makes some sense because both groups of youth leaders attended a leadership seminar which presented many skills they could have used to increase their leadership effectiveness. There were so many factors that could have influenced the youth leaders and not enough of these factors were able to be controlled in a field experiment. This is the reality of doing field experiments. So many factors cannot be controlled. However, other results from this study may also explain what happened.

One of the things that happened in the field experiment was that the A Group started with a high level of self-esteem and ended up with a high level of self-esteem (see p. 151). Therefore, they may perhaps have already perceived themselves as effective leaders. Also, the B Group started with an intermediate level of self-esteem and ended with a high level of self-esteem (see p. 151). The B Group could possibly have concommitantly perceived themselves as increasing in leadership effectiveness. This may possibly partially explain what happened. Bass (1981, p. 58) in his assessment of seventeen authors reporting data on the relationship of self-confidence to leadership concluded the results were uniform in the positive direction of the relationship between self-confidence and leadership.

Another thing that happened in the field experiment was in relation to the effects of the leadership seminar on youth leaders. 90.5% of the B Group responded in the Personal Interviews (see p. 137) that one of the main effects of the leadership seminar on them was an increased ability to take risks, to take the initiative, and to become involved. This effect may have contributed to their perception of their increased leadership effectiveness. Only 42.9% of the A Group responded that this was a major effect of the leadership seminar on them.

In reviewing leadership studies associated with risk preference, Bass (1981, p. 133) concluded: "Attempts to lead and success in leading others is greater among those willing to take greater risks." this was especially for the area of discussion and persuasion. Bass (1981. p. 135) reported that, "Clausen (1965) and Bernstein (1969) accounted for these results by suggesting that high risk-takers tended to score high in self-confidence, which in turn led them to attempt and to succeed in influencing the group to follow their lead." From the Personal Interviews (see p. 136), both the A Group (76.2%) and the B Group (80.9%) had a moderate to high increase in self-confidence. Perhaps this difference was not in self-confidence related to self-esteem, but in the self-confidence related to the ability to take risks.

Locke, Saari, Shaw, and Latham (1981, p. 175) reported that "Need for achievement and self-esteem may be the most promising individual difference variables" [affecting goal setting]. They also reported a study by Lewin (1958, n.p.) in which he concluded: ". . . individuals are more likely to become more confident and to set higher goals after success . . . ." One of the objectives of the Wholistic

Leadership Development Model and of the Blue Lake Centre was that a person would change positively (see p. 83). " . . . . this meant that as many of the indoor sessions and outdoor activities as possible were designed to enable participants to have a high probability of success in doing them." This also may suggest a possible explanation for no difference between the groups achieving their leadership goals.

In Question 3B (see p. 171) the A Group responded on the Action Planning Questionnaire (see Appendix F) that they thought the action planning session made "a large to very great contribution" to them achieving their leadership goals. However, they also responded in Question 2 (see p. 167) on the Action Planning Questionnaire that they thought the action planning session only made a moderate contribution to their leadership effectiveness. The A Group was asked to rate the action planning session on how much they thought it contributed to their leadership effectiveness when they returned to their associations. The results in Table 22 (see p. 168) indicated the action planning session ranked eighteenth out of thirty-five sessions. Therefore, it only had a moderate effect on the A Group's self-perceived leadership effectiveness. These results concurred with the Personal Interviews in Question 1B (see Table 7, p. 147). The A Group thought goals was a minor theme (33.3%) which contributed to their leadership effectiveness.

This evidence suggests the A Group thought the action planning contributed to them achieving the goals they set but it did not contribute to their leadership effectiveness. This result was important because the major problem with the field study as a means of evaluating and isolating action planning as the treatment variable was that the Blue Lake Centre Youth Leadership Seminar included many other sessions which affected the youth leaders. Therefore, without this comparison of the action planning session to the other seminar sessions, it would have been difficult to determine the true extent to which the increase in the youth leaders' leadership effectiveness was due to action planning sessions or to the other seminar sessions. The implication from this evidence suggests that action planning/goal setting may be an indirect or second order leadership skill and listening, communication, etc. may be direct or first order leadership skills.

Also for Question 3B (see p. 171) the B Group was asked on the Action Planning Questionnaire (see Appendix G) if they developed a plan, a method, or technique to achieve the leadership goals they set. Their answers were that they did not develop a plan, a method, or a technique. The B Group (see p. 171) did say, "Just go to all the meetings and activities, try my best at everything, attend as many cadet functions as possible, applied it to what I was doing, etc." These results also suggest support for Question 1B (see p. 137) in which 90.5% of the B Group responded the number one contribution of the seminar to their leadership effectiveness and personal change was "Taking the initiative, to risk, and to become involved." These results suggest that perhaps action planning and goal setting should include a goal of getting involved more, of taking the initiative, and of risking a bit out of one's comfort zone. However, the most important result is the B Group set goals for themselves. This concurs with the results form Question 3C (see p. 174) in which the A Group thought that the two most important elements of action planning were determining leadership goals for the next year and determining life leadership goals. These results also support Latham and Yukl's (n.d.) study as reported by Latham and Locke (1979, p. 74) which they said corroborated earlier findings at General Electric which were, "It did not matter so much how the goal was set. What mattered was that a goal was set." The results support the idea that leaders having goals is important for their effectiveness.

Question 3C (see p. 174) asked the A Group to rate each element of the action planning session on how much it contributed to them achieving their leadership goals. The A Group's response (see Table 27, p. 175) were skewed toward the positive contribution of each element. The five most important elements of the action planning session perceived by the A Group as contributing to them achieving their leadership goals were: (1) determining my values (2.0); (2) determining leadership goals for the next year (2.1); (3) determining life leadership goals (2.1); (4) setting small steps to achieve leadership goals (2.1); and (5) success method hints to achieve leadership goals (2.1).

The implication of these results are the A Group thought it important that they had yearly leadership goals which were related to their life leadership goals and that both of these were related to their values.The second implication of the results is the "how to" of setting small steps and the success method hints were important to achieving those leadership goals which were set by the A Group. Perhaps the A Group had the "why" of their values, linked to the "what" of their leadership goals, linked to the "how to" of the small steps and the success method hints. This suggests support for Locke and Latham's (1985, p. 209) hypothesis that "using short-term goals plus long-term goals will lead to better performance than using long-term goals alone." From these results it appears these types of activities may be added to workshops to enhance transfer of learning. It seems that simply setting goals is vital because it will affect reaching those goals and thus enhancing overall leadership performance. Tying goals to personal values also seems to be important in enhancing leadership performance. Bass (1981, p. 128) reported that:

> England and Lee (1974) suggested six reasons for the influence of personal values on a leader's performance: (1) they influence a leader's perception of situations and problems faced; (2) they influence a leader's decisions and solutions to problems; (3) they influence the way in which a leader looks at other individuals and groups of individuals, thus they influence interpersonal relationships; (4) they influence perception of individual and organizational success as well as their achievements; (5) they set the limits for the determination of what is and what is not ethical behavior by a leader: and (6) they influence the extent to which a leader accepts or resists organizational pressures and goals.

The five least important elements of the action planning session (see Table 29) that contributed to the treatment group achieving their leadership goals were: (1) letter of contract (3.3); (2) questions for reviewing daily and weekly (3.1); (3) reviewing my past leadership situations (3.1); (4) practice writing leadership goal statements (3.1); and (5) touching base daily and weekly with my leadership goals (2.9). The implication of these results were the A Group thought it was not important to do the letter of contract. The letter of contract is a training activity which is often done at the end of the workshop. Participants record things they want to do, or goals they want to achieve by a set time after the workshop. The letter of contract is then mailed to them at a set date afterwards. A variation of this occurs when participants take it with them and review it on a set date afterwards. From these results it appears the letter of contract activity could be eliminated from workshops because it only has some moderate affect in the transfer of learning and achievement of goals.

A second implication of these results has to do with the letters of contract (3.3), the questions for reviewing daily and weekly (3.1) and touching base daily with my leadership goals (2.9). These are follow-up activities which have been reported to aid in the transfer of learning to achieve goals. It appears the A Group found this follow-up difficult to do. For goal achievement to happen, perhaps follow-up must take place not only by the person who set the goals, but also by a second party such as a peer, supervisor, co-worker, etc. This may be for feedback and for encouragement and support. This would suggest support for Locke and Latham's (1985, p. 209) hypothesis that "Goal setting will be most effective, if not only effective, when there is feedback showing degrees of progress in relation to the goal."

For Question 3D (see p. 176) both the A Group and the B Group were asked to list in the Action Planning Questionnaire (see Appendixes F and G) the leadership goals they set for themselves. The results in Table 30 indicated the A Group set sixty percent more goals than the B Group. The results also indicated the B Group set 53.3% (24/45) of their goals directly related to leadership whereas the A Group set only 19.4% (14/72) of their goals directly related to leadership even though the A Group took part in an action planning session which was designed for them to set specific leadership goals. This data was corroborated from the analysis of Question 3C (see p. 174) which indicated the A Group thought practice in writing leadership goal statements (ranked seventeen out of twenty) and writing my leadership goals statements (ranked twelfth out of twenty) from the action planning session did not contribute to their leadership effectiveness. These results also suggested support for Locke and Latham's (1985, p. 209) hypothesis that "Specific goals will regulate action more precisely than general goals." It would seem because the B Group set more specific leadership goals (53.3%) and the A set more non-leadership goals (80.5%), this could have been a factor that also increased the B Group's leadership effectiveness. This serendipidous event also suggests support for the general hypothesis that goal setting rather than action planning will increase leadership effectiveness. The B Group was not supposed to set goals but they did. In fact, it seems the B Group did a better job of it than the A Group did.

What the action planning session did for the A Group was to help them set more goals (see p. 171). If it is taken as a presupposition that leadership involves goal-setting and goal achievement (see p. 38 and Bass, 1981. p. 12), then action planning may be useful in a training program. Generally, however, results of the present study did not find action planning to contribute significantly more to the A Group's leadership effectiveness or to its success in achieving leadership goals which it set.

VI. SUMMARY, METHODOLOGICAL CRITIQUE, CONCLUSIONS AND RECOMMENDATIONS

Summary

Statement Of The Problem

The purpose of this descriptive case study was to contribute to the body of knowledge about youth leadership training programs by examining one leadership training seminar and documenting its conceptual base, content, processes and effects upon participants.

To achieve this objective in a sequential manner required:

1. an explanation of the Wholistic Leadership Development Model which provided the conceptual base from which the Blue Lake Centre Youth Leadership Seminar was created (see p. 48),
2. a description of how the Wholistic Leadership Development Model was utilized to design the Blue Lake Centre Youth Leadership Seminar (see p. 76),
3. a description of the content and processes of the Blue Lake Centre Youth Leadership seminar (see Appendix I),
4. an assessment of the impact of participation in the Blue Lake Centre Youth Leadership Seminar on the self-perceptions of the leadership effectiveness among selected youth leaders, and
5. an assessment of the effects of action planning on youth leaders goal achievement behaviors.

Research Questions

The specific research questions investigated in this study were:

1. How did the participants perceive they were affected by the youth leadership seminar?

   It was therefore necessary to determine;

   a. if participants thought the youth leadership seminar affected their leadership effectiveness,
   b. the specific ways participants thought the youth leadership seminar affected their leadership effectiveness and personal change, and
   c. the extended effects of the youth leadership seminar on participants.
2. To what extent were various youth leadership seminar sessions perceived by participants as contributing to their leadership effectiveness and personal change?

3. What were the effects of the youth leadership seminar action planning session on participants?

   It was therefore necessary to determine;

   a. how successful participants were in achieving leadership goals they set for themselves,
   b. the extent to which the action planning session contributed to achieving personal leadership goals,
   c. the extent to which the different elements of the action planning session contributed to achieving personal leadership goals, and
   d. the type of leadership goals set by participants.

A review was made of the relevant literature pertaining to leadership training and development, youth leadership, youth leadership training programs and models, self-concept and self-esteem, and goal setting and action planning.

Forty-two youth leaders from Alberta Provincial Youth Associations and invited youth groups took part in two Blue Lake Centre Youth Leadership Seminars. They were tested using a two group pretest/thentest/posttest design. The quantitative data was gathered, using the following instruments:

(1) Leadership Assessment questionnaire.
(2) Leadership Seminar questionnaire.
(3) Action Planning Questionnaire - A Group.
(4) Action Planning Questionnaire - B Group.
(5) Battle's Culture-Free Self-esteem Inventory.

The qualitative data was gathered using the following instruments:

(1) Personal Interviews.
(2) Leadership Seminar Questionnaire.
(3) Action Planning Questionnaire - A Group.
(4) Action Planning Questionnaire - B Group.
(5) Key Group Debriefing Interviews.

Question #1 Summary

The data was analyzed using analyses of variance, a t-test, a Scheffe test, percentages, thematic analysis, representative quotations and a pretest/thentest/posttest format.

In summary, the data suggests the Blue Lake Centre Youth Leadership Seminar significantly increased both groups of youth leaders' perception of their leadership effectiveness at the $p < .05$ level between the pretest and the posttest, and between the thentest and the posttest. There was also a significant response shift in how youth leaders answered the Leadership Assessment Questionnaire. The most important ways the youth leaders thought the Blue Lake Centre Youth Leadership Seminar contributed to their leadership effectiveness and personal change were: (1) improved communication skills - both sending and receiving; (2) increased awareness, acceptance and understanding of other people; (3) increased awareness, acceptance, and understanding of self; (4) increased self-confidence; and (5) increased ability to take risks, to take the initiative, and to become involved. The Blue Lake Centre Youth Leadership Seminar seems to have increased the Total self-esteem and the General self-esteem of the B Group of youth leaders who started with intermediate self-esteem levels. The Blue Lake Centre Youth Leadership Seminar had no effect on the A Group of youth leaders who started with high self-esteem levels. The Blue Lake Centre Youth Leadership Seminar did not increase the Personal and Social self-esteem of the youth leaders of either group. These results suggest that the increase from an intermediate level of self-esteem to a high level of self-esteem in the B Group was a major contribution of the Blue Lake Centre Youth Leadership Seminar. Lastly, the Blue Lake Centre Youth Leadership Seminar had a positive extended effect with youth leaders in the three areas of school, friends, and family.

Question #2 Summary

In summary, of the eleven sessions (see Table 21) youth leaders thought contributed to their leadership effectiveness and personal change, six sessions were content oriented (active listening, Bi/Polar, traits, etc. of a leader, pinch theory, wholistic leadership development model, and vertical/lateral thinking), three sessions were process oriented (campfire sharing circle, debriefing of rock climbing and key group debriefings) and two sessions were activity oriented (rock climbing and navigation). As well, the five least important sessions were town hall, the leadership journal, morning madness, the wide games, paraphrasing and debriefing the orienteering. Lastly action planning fell into the close grouping with the other sessions and had a medium effect on the A Group's leadership effectiveness.

Question #3 Summary

In summary, the A Group who had the action planning session and the B Group who did not have action planning both set goals for themselves. Both groups thought they had a large degree of success in achieving their goals. The A Group thought the action planning session made a significant contribution in helping them achieve their goals. The A Group thought the most important elements of the action planning session that contributed to them achieving their goals were: (1) determining my values; (2) determining leadership goals for the next year; (3) determining life leadership goals; (4) setting small steps to achieve leadership goals; and (5) success method hints to achieve leadership goals. The A Group set more goals than the B Group. However, the B Group set more specific leadership goals while the A Group set more general goals. The B Group said they did not come up with a plan, method or technique to achieve their goals. They said they "just went and did it".

Methodological Critique

General Comments

The most exciting aspect of this case study was combining a multi-faceted approach. The end product resulted in a more accurate description of the Blue Lake Centre Youth Leadership Seminar because its conceptual base was fully presented. As well, the "week-in-the-life" ethnographic account of a typical youth leader provided a cross-validation of the statistical results. When all of this data was combined the conclusions attained a higher degree of validity. Furthermore, based on a thorough review of the related literature it was found no previous case study research existed which described in such detail a "total leadership training experience" including its conceptual base, content and process, and effects upon participants.

Data Collection

The data collection for the different instruments and interviews proved to be a monumental task for a single investigator. Yet, it was necessary to do in order to link the conceptual model to the program, to the effects upon participants. To do this multi-faceted, multi-method type of study, a team of interdisciplinary researchers would be ideal. For example, one researcher could be a participant observer and focus on the ethnographical, phenomenological perspective of what he or she experienced during the program from the "lived world" experience as a participant. Another participant observer could be on the facilitation team and describe the team's interactions in relation to the program. Still another researcher could be on the facilitation team but focus on the key group debriefings and what participants experienced during the program. Lastly, another researcher could describe the results of the program on participants when they returned to their associations. This could be from the perspectives of the participants, their supervisors, co-leaders, and followers.

Data Analysis

The data analysis of the quantitative instruments was straightforward. The two group pretest/thentest/posttest design was found useful in assessing youth leaders' self-perceived leadership effectiveness and to increase the validity of the results. To enhance the validity even further, youth leaders' supervisors, co-leaders, and followers may also need to be tested to assess their perceptions of the youth leaders' leadership effectiveness. The thematic analysis of the interviews was much harder to do, yet it was vital to show the specific effects of the leadership seminar on youth leaders' experience. For this multi-faceted multi-method type of study, both types of data were critical. The use of this data enabled the "triangulation of measurement" to increase the validity of the results. The use of the pretest/thentest/posttest approach and the "triangulation of measurements" were found to be useful methods of ensuring the validity of the results in this study.

Conclusions

Based on a thorough review of related literature it was found that a youth leadership training case study describing the major aspects of a leadership training program did not exist. As well, no previous research examined which specific sessions of a youth leadership training program increased youths' leadership effectiveness. Although, several youth leadership training programs were based on leadership models none of the published communication described how both the content and processes of the leadership model were linked to the leadership program.

This study investigated three major research questions. The conclusions based on the first question were that the youth leaders thought the Blue Lake Centre Youth Leadership Seminar increased their leadership effectiveness. The specific personal and leadership attributes which the youth leaders felt the Blue Lake Centre Youth Leadership Seminar contributed to were: (a) improved communication skills - both sending and receiving, (b) increased awareness, acceptance, and understanding of other people, (c) increased awareness, acceptance, and understanding of self, (d) increased self-confidence, and (e) increased ability to take risks, to take the initiative, and to become involved. Youth believed these were major factors in their leadership effectiveness. The last element of increased ability to take risks, to take the initiative, and to become involved, was the most important different group factor of leadership effectiveness found in this study.

Also, the B Group which started with an intermediate level of "Total and General" self-esteem three months later after the leadership seminar increased to a high level of "Total and General" self-esteem. The A Group which started with a high level of self-esteem had no statistically different change. The conclusion was that self-esteem was a major factor in youths' leadership development. Lastly the youth leaders thought the Blue Lake Centre Youth Leadership Seminar had a significant positive extended effect on them in school, with friends and with family.

The conclusions based on the second question were youth leaders believed (a) active listening, (b) Bi/Polar; (c) traits, characteristics and attitudes of a leader, (d) the campfire sharing circle, and (e) the rock climbing with the most important Blue Lake Centre Youth Leadership Seminar sessions that contributed to their leadership effectiveness and personal change.

The conclusions based on the third question were that even though they did not have an action planning session, the B Group set goals after the leadership seminar. Also, both groups thought they were successful in achieving their goals. Between both groups, no statistical difference in achieving goals was found. This serendipitous event supports Locke and Latham's (1985, pp. 209-210) conclusions that it is "not how a goal was set, but rather [that] a goal was set" that influenced goal achievement. However, it did not support Locke and Latham's (1985, pp. 209-210) hypothesis that "action planning will aid goal attainment." Lastly, this study showed how difficult it was to use action planning as a treatment variable in a field experiment. The results suggest support for the conclusion that because of the action planning session, the A Group set more goals than the B Group, therefore action planning will increase the number of goals people set. The A Group also thought the action planning session made an important contribution in helping them to achieve their goals which supports Locke and Latham's (1985, pp. 209-210) hypothesis that "action planning will aid goal attainment." The most important elements of the action planning session, the A group thought, contributed to them achieving their leadership goals were: (a) determining one's values, (b) determining leadership goals for the next year, (c) determining life leadership goals, (d) setting small steps to achieve leadership goals, and (e) success method hints to achieve leadership goals. Also included in the results were the B Group set more specific leadership goals than the A Group. Also the A Group found it difficult to write specific leadership goal statements. This supports Locke and Latham's (1985, pp. 209-210) hypothesis that "specific goals are better than general goals". The A Group found the follow-up activities of letter of contract, review questions, and touching base daily and weekly, difficult to do. This supports Locke and Latham's (1985, pp. 209-210) hypothesis that "follow-up" is an important factor of goal setting/action planning. The A Group found the "small step approach" was useful for achieving goals. This supports Locke and Latham's (1985, pp. 209-210) hypothesis that "proximal goals will aid in reaching distal goals."

Recommendations

While being cognizant of the related literature, and the findings and conclusions of this study there are several areas needing further research. The first recommendation has to do with goal setting. The results of this study indicated that the B Group who did not participate in the action planning session during the leadership seminar also set goals. The question that arises is "How do you prevent people from setting goals in a field study on goal setting?" The past studies on goal setting need to be revisited and critically reviewed to ascertain how this was controlled or not controlled.

The second recommendation has to do with self-esteem and leadership. Although several correlational studies have been done showing the relationship that leaders have high self-esteem the question arises, "By simply improving people's self-esteem will we improve their leadership?" A second question is, "Is it also necessary when we improve people's self-esteem that they also learn other skills such as communication, conflict resolution etc.?" Thirdly, "Which activities and processes will increase people's self esteem? and specifically, "What content improves people's self-esteem?" Fourthly, in the literature the construct of self-esteem was often defined as including self-confidence. The definition of self-esteem needs to be reviewed to determine if self-confidence is part of self-esteem or if it is a separate construct.

A third recommendation is this study highlighted self-confidence, risk taking, initiative and involvement as factors in personal change. These factors need separate research. Also, the relationship between these factors as variables in developing people's leadership abilities will probably lead to a major breakthrough in improving leadership training programs.

The fourth recommendation suggests that a longitudinal study of the Blue Lake Centre Youth Leadership Seminar be implemented to collect data to compare with this study. The data should be of the nature that it is easily entered into a computer for storage and retrieval. If this was undertaken then this could evolve into a longitudinal study to examine how training youth in leadership skills affected their leadership abilities as adults.

Lastly, it was not the intent of this study to evaluate or test the Wholistic Leadership Development Model, but rather to use it as a basis for this study. Further research is necessary to determine the applicability of the model in other leadership training programs; with other age groups; and comparatitive testing with other models.

VII. REFLECTIONS

In the final analysis, the author believes leadership is doing what works to positively influence the actions, attitudes and values of others to achieve individual, team and organizational success. Success means different things to every individual, team and organization. However, all success involves the four components of productivity, performance, satisfaction and change. Productivity is the ability to yield results. Performance is the ability to carry out effective and efficient actions. Effectiveness is achieving desired goals, outcomes or results. It means "doing the right things." Efficiency is acting with minimal waste or loss. It means "doing things right." Satisfaction includes the feelings of achievement, contentment, happiness and well-being associated with your thoughts and actions. Change is the process of adapting or becoming different. (see Figure 11).

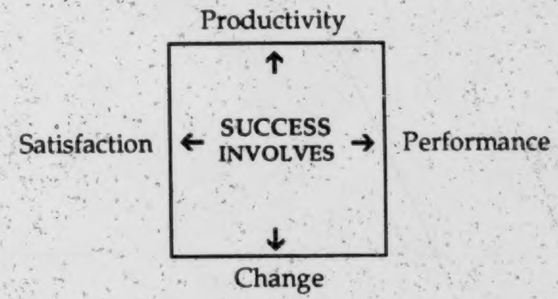


Figure 11: The Success Square

To achieve success in organizations individuals and teams need three sets of skills. These are work skills, people skills and self skills. Work skills are the specific job related activities a person does. People skills are the interpersonal, human relations activities which equip a person to interact effectively with individuals and groups. Self skills enable a person to understand one's strengths, weaknesses and areas for improvement. The author also believes leadership training programs must develop the total, entire leader by focusing on leaders' behaviors, attitudes, and values in relation to their work skills, people skills and self skills.

Leadership training over the years has made a paradigm shift from developing leaders' work skills to also developing leaders' people skills. Leadership training must now make a further paradigm shift to developing leaders' self skills. When self skills are developed within leaders, our most important natural resource is unlocked; this is the unlimited potential within our leaders. This will empower, equip and enable leaders by developing their competence and self-confidence to take the initiative, to take the risks, to become involved and to take action to achieve goals. To achieve this people must feel success during the leadership training program.

To continue to improve leadership training methods, researchers must document in detail (1) the model used to design the leadership training program, (2) the content and the processes used in the leadership training program, and (3) the leadership training program's effects upon leaders.

REFERENCES

Anthony-Gonzalez, Margaret L., and Fiutak, Thomas. (1981). Evaluation of leadership programs. In Dennis C. Roberts (Ed.), Student leadership programs in higher education. (pp. 187-207). Carbondale, Illinois: American College Personnel Association.

Anthony-Gonzalez, Margaret L., and Roberts, Dennis C. (1981). A comprehensive leadership program model. In Dennis C. Roberts (Ed.), Student leadership programs in higher education. (pp. 19-26). Carbondale, Illinois: American College Personnel Association.

Adria, M.L. (Ed.). (1986). Organizational Behavior 327 Workbook, Leadership in organizations #1. Athabasca University.

Adria, M.L. (Ed.). (1986). Organizational Behavior 327 Workbook. Leadership in organizations #2. Athabasca University.

Adria, M.L. (Ed.). (1986). Organizational Behavior 327 Workbook. Leadership in organizations #3. Athabasca University.

Anderson, Dan E. (December, 1983). How to prepare for presentations. Training, pp. 98, 101-104, and 108.

Arwady, Joseph W. (March, 1984) Improving training results through behavior modeling. Peformance and Instruction Journal, 23, 23-25.

Askari, Emilia. (Dec. 1978). Enterprising youth on center stage. VocEd., 53(9), 33-39.

Bandler, Richard, and Grinder, John. (1979). Frogs into princes: Neuro-linguistic programming. Moab, Utah: Real People Press.

Bass, Bernard M. (1981). Stogdill's handbook of leadership. New York: The Free Press.

Battle, James. (1982). Enhancing self-esteem and achivement: A handbook for professionals. Seattle, Washington: Special Child Publication.

Battle, James. (1987). 9 to 19: Critical years for self-esteem. Seattle, Washington: Child Publications.

Benson, Lyle E. (1981). Self-concept change in an outdoor leadership course using communication skills and debriefings. Unpublished master's thesis, Whitworth College

Benson, Lyle E. (1982, May). Debriefings. Unpublished manuscript.

Benson, Lyle E. (1982, May). Sharing Circles. Unpublished manuscript.

Benson, Lyle E. (1982, 1983, 1984, 1985, 1986, 1987, 1988). The wholistic leadership development model. Unpublished manuscript,

Bloom, Benjamin S. (1966). Taxonomy of educational objectives. David McKay.

Bloomwell, A.E. (June 1983). 47 Tips for flip-chart uses. Training, pp. 35, 37, 38.

Blue Lake Centre Calendar. (1986, Fall). Alberta Recreation and Parks.

Bogdon, Robert C., and Biklen, Sari Knopp. (1982). Qualitative research for education: An introduction to theory and methods. Boston: Allyn and Bacon.

Bolton, Robert. (1979). People skills: How to assert yourself, listen to others, and resolve conflicts. Englewood Cliffs, New Jersey: Prentice-Hall.

Borg, W.R., and Gall, M.D. (1983). Educational research: An introduction. New York: Longman.

Branden, Nathaniel. (1983). Honouring the self. Los Angeles: Jeremy P. Tarcher.

Brechtel, J. Berengher; Wright, Frank; and Brechtel, Rebecca. (1982, April). Leaders in high schools". Community Junior College Journal, 52(7).

Brown, Mark G. (1983, March). Understanding transfer of training. NSPI Journal, 22, 5-7.

Byham, William C.; Adams, Diane; and Kiggins, Ann. (1976). Transfer of modeling training to the job. Personnel Psychology, 29, 345-349.

Campbell, John P. (1971). Personnel training and development. Annual Review of Psychology, 22, 505-602.

Carter, Ruth A. (1974). The development of self-concept and self-esteem in gifted class and regular class elementary school children. Unpublished masters thesis, University of Windsor, Ontario.

Caruso, Robert, (1981). Rationale. In Dennis C. Roberts (Ed.) Student leadership programs in higher education, Carbondale, Illinois: American College Personnel Association.

Chariat, Mac. (1988, November/December). A program of leadership development. Gifted Child Today, 11(59).

Chauvin, Jane C. (1988, November/December). Mentoring: a powerful force in leadership development. Gifted Child Today, 11(59).

Clark, Ruth C. (1985, February). Goal setting: a cognitive model of productivity improvement. Performance and Instructional Journal. 24, 26-28.

Combs, Arthur W.; Avila, Donald L.; and Purkey, William W. (1978). Helping relationships: Basic concepts for the helping professionals. Boston: Allyn and Bacon.

Corothers, James, E. and Gasten, Ruth, S. (1978). Helping children to like themselves: Activities for building self-esteem. R/JA Associates Book.

Corrod, Jr. Stephen J.; Paine, Frank T.; and Ivanovich, John J. (1972). The relative effectiveness of training methods - Expert opinion and research. Personnel Psychology. 25, 495-509.

Cronbach, Lee J., and Furby, Liter. (1970). How should we measure 'change' - Or shouldwe? Psychological Bulletin. 72(1), 68-80.

Cuse, Dick. (1982, August). 'People skills' are a must for running youth sports programs. Athletic Recreation and Facilities. pp.14 and 16.

Dean, Robert L., and Gilley, Jerry W. (1986, April). A production model for experiential learning. Performance and Instruction Journal. 25, 26-27 and 31-32.

Deutsch, Morton, and Krauss, Robert M. (1965). Theories in social psychology. New York: Basic Books.

Dewey, John. (1977). Experience and education. Collier Books.

Diomede, Matthew. (1974, Feb./March). Creative leadership and supervision in education in the age of aquarius. College Student Journal, 8(1), 88-91.

Directory of Human Resource Development. (1985). Boston: University Associates.

Drucker, Peter F. What we can learn from Japanese management. Training and Developing Executives. Boston: Harvard Business Review, 128-140, #12131.

Drurian, Greg; Owns, Tom; and Owen, Abraham. (1980, Fall). Experiential education: A search for common roots. Journal of Experiential Education. 5-10.

Dubin, Robert. (1978). Theory building: Revised edition. New York: The Free Press.

Edington, Christopher R., and Ford, Phyllis M. (1985). Leadership in recreation and leisure service organizations. New York: John Wiley & Sons.

Eichler, George A. (1934). Controlled experiments in the teaching of leadership with a quantitative analysis of the components of leadership. Unpublished Doctoral Dissertation, Pennsylvania State College.

Elkin, Bruce. (1982, Spring). The individual and environment. Journal for Experiential Education. 23-33.

Erickson, Erik H. (1985). The life cycle completed. New York: W.W. Horton.

Evans, Donald E. (1980, March). Rural youth: Learning to lead, VocEd, 55(3), 34-36.

Ewert, Alan. (1983). Outdoor adventure and self-concept: a research analysis. Unpublished manuscript. Centre for Leisure Studies, University of Oregon.

Facey, Sam. Configural learning: Principles for facilitating change and learning from experience. The 1978 annual handbook for group facilitators (pp. 179-191). University Associates, La Jolla, California.

Fast, Dorothy, (1974, September). A new approach for quantifying training program effectiveness. Training and Development Journal, 8-14.

Feldhusen, John F., and Kennedy, Dorothy M. (1988). Observing the nature and emergence of leadership talent among gifted youths. Gifted Child Quarterly, 11(59), 3-7.

Feldhusen, John F., and Kennedy, Dorothy M. (1988, May). Preparing gifted youth for leadership roles in a rapidly changing society. Roeper Review, 10(4), 226-232.

Ferguson, Marilyn. (1980). The aquarian conspiracy. Los Angeles, California: Tarcher.

Fertman, Carl I., and Long, Josephine A. (1990, May). All students are leaders. The School Counselor, 37, 391-396.

Fitness and Amateur Sport, Government of Canada (1983). The volunteer leader in physical activity and sport: summary of national survey.

Fleugelman, Andrew (Ed.). (1981). More new games. New York: Doubleday.

Foster, William. (1981, Winter). Leadership: a conceptual framework for recognizing and educating, Gifted Child Quarterly, 25(1), 17-25.

Frankl, Victor, (1959). Man's search for meaning. New York: Beacon Press.

Gage, N.L., and Berliner, David C. (1984). Educational psychology, Boston: Houghton Mifflin.

Galbraith, Michael W., and Gilley, Jerry W. (1982, October). Using self-directed learning contracts to improve performance and instruction. Performance and Instruction Journal, 36, 75-78.

Gardner, John W. (1990, May/June). Leadership and the future, The Futurist, pp. 9-28.

Georgenson, David L. (1982, October). The problem of transfer calls for partnership, Training andDevelopment Journal, 36, 75-78.

Glasser, William. (1965). Reality Therapy. New York: Harper and Row.

Gonsalves, William C., Grimm, Joanne and Welsh, James M. (1981). Leadership training: A lesson in living, Roeper Review, 3, 16-19.

Gosfield, Margaret. (1988, November/December). Designing leadership activities, Gifted Child Today, 11(59), 43-45.

Greenleaf, Robert K. (1977). Servant leadership. New York: Paulist Press.

Grinder, John, and Bandler, Richard. (1981). Trance-formations: Neuro-linguistic programming and the structure of hypnosis. Moab, Utah: Real People Press.

Hambach, Doris. (1988, November/December). Finding leadership in the G/C/T classroom, Gifted Child Today, 11(59), 49-50.

Hammel, Heidi. (1981, Summer). How to design a debriefing session. Journal of Experiential Education. 8-13.

Hanson, Philip C. The Johari window: A model for soliciting and receiving feedback, The 1973 University Associates Annual Handbook for Group Facilitators (pp. 114-119). La Jolla, California.

Harmon, Shirley J. (1974, June). Management training and development: An interim project approach. Training and Development Journal, 28, 16-18.

Heath, Douglas H. (1980, January). Wanted: A comprehensive model of healthy development, The Personnel and Guidance Journal. 391-399.

Hillman, Susan, and Smith, Gerald. (1981). Development of leadership capacities in children, The Elementary School Journal, 82(1), 59-65.

Hogg, John (1986). Psychology of change. Presentation to the Alberta Recreation and Parks 1986 Energize Conference, Edmonton, Alberta.

Hohmann, Mary; Hawker, Douglas; and Hohmann, Charles. (1982, Fall). Group process and adolescent leadership development. Adolescence, XVII(67), 613-620.

Hucaby, William O, and Sperling, Harvey B. (1981). Leadership giftedness: An idea whose time has not yet come. Roeper Review, 3, 19-22.

Huse, E.E. (1978). Organization development: Theory, values, and approaches. In Schneier, Craig E. and Beatty, Richard W., Personnel Administration Today, (pp. 334-347.) Reading Massachusetts: Addison-Wesley.

Hynes, Kevin; Feldhusen, John F.; and Richardson, William B. (1978). Application of a three-stage model of instruction to youth leadership training. Journal of Applied Psychology, 63(5), 623-628.

Isaac, Stephen, and Michael, William B. (1974). Handbook in evaluation and research. San Diego, California: Robert R. Knapp.

Jaccard, James, (1983). Statistics for the behavioral sciences. Belmont, California: Wadsworth.

Johnson, David W. and Johnson, Frank P. (1975). Joining together: Group theory and group skills. Englewood Cliffs, New Jersey: Prentice-Hall.

Jones, John D.; Carson, Donald K.; and Guy, William T. (1979, Fall). Alternative methods of assisting students in developing leadership skills. National Association of Student Personnel Administration Journal, 17(2), 49-57.

Jones, Philip G. (Ed.). (1982). Adult learning in your classroom. Mineapolis, Minnesota: Lakewood.

Joyce, Bruce, and Weil, Marsha. (1980). Models of teaching. Prentice-Hall.

Karnes, Frances A., and D'Ilio, Victor R. (1989, Spring). Leadership positions and sex role stereotyping among gifted children, Gifted Child Quarterly, 33(2) 76-78.

Karnes, Frances A., and D'Ilio, Victor R. (1989). Personality characteristics of student leaders. Psychological Reports, 64, 1125-1126.

Karnes, Frances A., and D'Ilio, Victor R. (1989, Fall). Student leaders' and their parents' perceptions of the home environment. Gifted Child Quarterly, 33(4), 165-168.

Karnes, Frances A., and Meriweather, Suzanne. (1989, May/June). Leadership development: Teachers' perceptions and practices. Gifted Child Today, 12(62).

Karnes, Frances A., and Meriweather, Suzanne. (1989, March/April). Toward the twenty-first century: Students' views on leadership. Gifted Child Today, 12(61).

Karnes, Frances A., and Meriweather, Suzanne. (1988, November/December). Teacher trainers' views on leadership. Gifted Child Today , 11(59).

Karnes, Frances A., Meriweather, Suzanne and D'Ilio, Victor. (1987). The effectivensss of the leadership studies program. Roeper Review, 9(4), 238-241.

Karnes, Frances. (1988, November/December). Leadership training: A call to arms. Gifted Child Today, 11(59).

Keiser, Thomas C. (1986, January). The rules of the game have changed. Training, pp. 43-47.

Kerlinger, Fred, N. (1979). Behavioral research: A conceptual approach. New York: Holt, Rinehart and Winston.

Kim, Jay S., and Hammer, W. Clay. (1976). Effect of performance feedback and goal setting onproductivity and satisfaction in an organizational setting. Journal of Applied Psychology, 61(1), 48-57.

Kirschenbaum, Howard, and Simon, Sidney B. (1973). Readings in value clarification. Winston Minneapolis, Minnesota: Press.

Kizziar, Janet W. and Hagedorn, Judy W. (1979). Search for acceptance: The adolescent and self-esteem. Chicago: Nelson-Hall.

Knapp. Clifford, E. (n.d.). Designing Processing Questions to Meet Specific Objectives. Journal of Experiential Education.

Knowles, Malcolm S. and Associates. (1985). Andragogy in action. San Francisco: Jossey-Bass.

Kogler-Hill, Susan E. (1981, July). A peer facilitator program for interpersonal competence training groups. Communication Education, 30(3), 283-287.

Kotter, John (1985, August). The power gap: getting things done without formal authority. Training, pp. 10-12.

Korman, A.K. (1980). Toward a hypothesis of work behavior. Journal of Applied Psychology. 54, 31-41.

Kruger, Michael J., and May, Gregory D. (1986, April). Transfer of learning in managment training: Building the payoff into the instructional design. Performance and Instructional Journal. 25, 3-6.

Kuhn, Thomas C. (1970). The structure of scientific revolutions (2nd ed.). University of Chicago, Illinois: Chicago Press.

Latham, Gary P., and Locke, Edwin A. (1974, Autumn). Goal setting - A motivational technique that works. Organizational Dynamics (pp. 68-80).

Latham, Gary P., and Mitchell, Terence R. (1978). Importance of participative goal setting and anticipated rewards on goal difficulty and job performance. Journal of Applied Psychology. 63(2), 163-171.

Latham, Gary P., and Yukl, Gary A. (n.d., December). A review of research on the application of goal setting in organizations. Academy of Managment Journal. 18(4), 824-825.

Lawrie, J. W. (1970, September). Leadership and magical thinking. Personnel Journal, 750-756.

Leadership: Part I. Harvard Business Review, Boston: #11061.

Leadership: Part II. Harvard Business Review, Boston: #11062.

Leadership: Part III. Harvard Business Review, Boston: #11031.

Lee, Chris. (1986, July). Can leadership be taught? Training, pp. 19-26.

Leedy, P.D. (1985). Practical research: Planning and design. New York: Macmillan.

Levin, Kurt (1958). Psychology of success and failure. In Stacey, C.L. and De Martino, D.F. (Eds.) (1958), Understanding Human Motivation, Clevelend, Ohio: Howard Allen.

Lewis, Peter J. (1985, August). Developing life and leadership skills in the junior army. Programmed Learning and Educational Technology, 22(3), 210-214.

Lister, Alan (1985, August). Editorial: Initiatives in the education and training of young people. Programmed Learning and Educational Technology, 22(3).

Livingston, J. Sterling. (n.d.). Pygmalion in management, n.p.

Locke, Edwin A.; Shaw, Kayell N.; Saari, Lire N.; and Latham, Gary P. (1981). Goal setting and task performance: 1969-1980. Psychological Bulletin. 90(1), 125-152.

Locke, Edwin A., and Latham, Gary P. (1985). The application of goal setting to sports, Journal of Sport Psychology. 7, 205-222.

Lofland, John, and Lofland, Lyn H. (1984). Analyzing social settings: A guide to qualitative observation and analysis (3rd ed.). Belmont, California: Wadsworth.

MacDonald, Bernie. (1985). A Leadership Development Model. Government of Alberta, Unpublished manuscript.

Magoon, Robert A. (1980, March/April). Developing leadership skills in the gifted, creative, and talented. Gifted Child Today, 12, 40-43.

Maccoby, Michael (1981). The leader. New York: Simon and Schuster.

Margolio, Frederic H., and Bell, Chip R. (1984). Managing the learning process. Mineapolis, Minnesota: Training Books.

Marsenich, Bob (1983, March). How to teach the steps of change. Training, pp. 62-63.

Maslow, Abraham H. (1968). Toward a psychology of being. NewYork: D. Van Nostrand.

Massing, Duane, and Grant MacEwan Community College (1987, September). Change. n.p.

Masterson, Pauline M. (1984, May). How to assess staff training workshops. Performance and Instruction Journal. 23, 9-14.

McCall, Morgan C. (1977). Leaders and leadership: Of substance and shadow. Centre for Creative Leadership, Greenboro, N.C.

McIntyre, Martin (1981-82). Leadership development. Quest, 33(1), pp. 33-41.

McKee, Greg (1987, April). Camping can make a difference. Camping Magazine, 59(6), pp. 16-17.

Mertens, Barbara L. (1988). An evaluation of the governors' school community leadership projects and civic mentor network. (Doctoral dissertation, Seattle University) Dissertation Abstracts International, 8821334.

Miller, Sherod, Nunnally, Elam W., and Wackman, Daniel B. (1979). Alive and aware: How to improve your relationships through better communication. Mineapolis, Minnesota: Interpersonal Communication Programs.

Milosevich, Deborah Diane (1988, November/December). The leadership experience. Gifted Child Today, 11(59).

Miner, John B. (1982). The uncertain future of the leadership concept: Revisions and clarifications. The Journal of Applied Behavioral Science, 18(3), 293-307.

Misumi, Jyuji, and Peterson, Mark F. (1985). The performance-maintenance (PM) theory of leadership: Review of a japanese research program. Administrative Science Quarterly, 30, 198-223.

Mitchell, John, J. (1986). The nature of adolescence. Calgary, Alberta: Detselig Enterprises.

Mosel, James N. (1957, November/December). Why training programs fail to carry over. Personnel, 56-64.

Nadler, Reldan S. (1977). Instructor's guide to confluent education curriculum: Outdoor adventure programs. Peterson, New Jersey: Reldan.

Neely, Margery A., and Kling, Emily B. (1987, May). Effects of leadership training during wilderness camping. Small Group Behavior, 28(2), 280-286.

Newton, Fred B. (1975, September). Development of student leadership on campus. Journal of College Student Personnel, 16(5), 422-428.

Nichols, Bryan K. (1985). Self-perceptions of control and esteem as related to participation in a leadership training program. (Doctoral dissertation, University of California, Los Angeles). Dissertation Abstracts International, 8525867.

Offer, Danie,l and Sabshin, Melvin (Eds.).(1984). Normality and the life cycle. New York: Basic Books.

Olmosk, Kurt E. (1972). Seven pure strategies of change. The 1972 Annual Handbook for Group Facilitators (pp. 163-172). University Associates, La Jolla, California.

Orlick, Terry. (1978). The second cooperative sports and games book. New York: Patheon Books.

Parise, James, and Culp, William (1988, November/December). Enhancing leadership abilities through small-group activities. Gifted Child Today, 11(59).

Parise, James, and Culp, William (1988, November/December). What characteristics need to be developed in students for them to be considered leaders? Gifted Child Today, 11(59).

Parker, Jeanette P. (1983). Integrated curriculum for the gifted. Gifted Child Today, 29, 8-13.

Passow, A. Harry. (1988, November/December). Styles of leadership training ... and some more thoughts. Gifted Child Today, 11(59).

Penner, Peter F. (1983). The instructor's survival kit: A handbook for teachers of adults (2nd ed.). Vancouver, British Columbia: Training Associates.

Peters, Thomas J., and Waterman Jr., Robert H. (1982). In search of excellence. New York: Harper and Row.

Petters-Strachen, Dorothy. (1986). Leadership manual. Skills Program for Management Volunteers, Fitness and Amateur Sport, Government of Canada.

Pfeiffer, J. William, and Jones, John E. (1973). Design considerations in laboratory education. The 1973 Annual Handbook for Group Facilitators (pp. 177-193). La Jolla, California: University Associates.

Phillips, Donald J., Taylor, Laurence J., and Kolivosky, Michael (1963, March). For those who must lead. The Hillsdale College Leadership Letter. 1(10).

Phillips, Hugh. (n.d.). Exploring nature through the 4A's. Unpublished manuscript.

Plowman, Paul D. (1981). Training extraordinary leaders. Roeper Review, 3, 13-16.

Porter, Larry. (n.d.). Giving and receiving feedback, n.p.

Preziosi, Robert C., and Legg, Leslie M. (1983, May). Add 'then' testing to prove training effectiveness. Training, pp. 48-49.

Quick, Tamara M. (1988). A descriptive study of developmental issues among a group of college leadership students in a specific academic environment, (Doctoral dissertation, Columbia University Teachers College). Dissertation Abstracts International, 8825186.

Quinsland, Larry K., and Van Ginkel, Anne (1981, Summer). How to process experience. Journal of Experiential Education.

Ravens, Ronald A. (1985). The wisdom of Milton H. Erickson. New York: Irvington.

Richardson, Mary (1984). Leadership training with adolescents. (Doctoral dissertation, University of Washington). Dissertation Abstracts International, 8508083.

Richardson, W.B., and Feldhusen, J.F. (1988). Observing the nature and leadership. Gifted Child Today, 11(59), 2.

Richardson, William B., and Feldhusen, John F. (1986). Leadership education: Developing skills for youth, New York, N.Y.: Trillium Press.

Roberts, Dennis C. (1981). Leadership development — A challege for the future. In Dennis C. Roberts (Ed.) (1981). Student leadership program in higher education (pp.211-237). Carbondale, Illinois: American College Personnel Association.

Roets, Lois F. (1988, November/December). Lead yourself; Lead others. Gifted Child Today, 11(59), 39-41.

Robinson, Dana G., and Robinson, James C. (1985, January). Breaking barriers to skill transfer. Training and Development Journal. 39, 82-83.

Rogers, Carl. R. (1957). The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology. 21(2), 95-103.

Rogers, Robert J. (1979). Leading to share sharing to lead. Council of Outdoor Educators of Ontario, Sudbury, Ontario.

Rosselli, Hilda C. (1988, November/December). Leadership training: In league with the future. Gifted Child Today, 11(59), 13-16.

Ryckman, Richard M. (1985). Theories of personality (3rd ed.). Monterey: Brooks/Coles.

Sayles, Leonard R. (1964). Managerial behavior. New York: McGraw-Hill Book Company.

Schack, Gina D. (1988, November/December). An activities approach to leadership training. Gifted Child Today, 11(59).

Scherer-Arney, Barbara and Scherer, John J. (1986, October), Developmental stages in achieving integrated competence. Unpublished manuscript.

Scherer, John J. (1980). Accelerating the stages of group development. The 1980 Annual for Group Facilitators (pp. 182-190). La Jolla, California: University Associates.

Schuh, John H., and Laverty, Mary (1983, January). The perceived long-term influence of holding a significant student leadership position. Journal of College Student Personnel, 24(1), . 28-32.

Seidel, Katherine V. (1989). Personality factors as indicators of leadership potential in gifted and nongifted students. (Doctoral dissertation, University of Maryland College Park). Dissertation Abstracts International, 8924228.

Sessoms, Douglas H., and Stevenson, Jack L. (1981). Leadership and group dynamics in recreation services. Boston: Allyn and Bacon.

Sheperd, George, and Carson, LaChel. (1988, November/December). Junior counselors practice leadership skills. Gifted Child Today, 11(59), 11.

Singer, Ming (1990). Cognitive correlates of adolescents' aspirations to leadership: A developmental study. Journal of Adolescence, 13, 143-155.

Sisk, Dorothy A. (1988, November/December). Leadership development for cross-cultural understanding. Gifted Child Today, 11(59).

Smallwood, W. Norman., Hiebert, Murray, and Flood, P. Jeffery (1983, December). The question of questions (or: would you mind if we questioned a few answers?). Training, pp. 52-55.

Smith, Kerry G. (Ed.). (1967). In search of leaders. Washington, D.C.: National Association for Higher Education.

Sodeur, Wolfgang (n.d.). Specialized data archives as instruments of theory testing. Soc. Sci. Inform, 8(5), 115-125.

Sorenson, Theodore (1987, January 24). Leadership in transition. Address to the Future Focus Conference, Ontario Liberal Party, Geneva Park.

Spitzer, Dean R. (1984, September). Why training fails. Performance and Instruction Journal. 23, 6-11.

Spradley, James P. (1979). The ethnographic interview. NewYork: Holt, Rinehart and Winston.

Spradley, James P. (1980). Participant observation. New York: Holt Rinehart and Winston.

Statistical Package for the Social Sciences (SPSSX). (1983). SPSSX users guide. Chicaco: Spss.

Strong, Graham. (1986, June). Taking the helm of leadership development. Training and Development Journal, 43-45.

Statistics Canada (1985). Survey methods and questionnaire design.

Swain, William A. (1984, March). Systematically increasing the impact of training. Performance and Instruction Journal, 23, 21-22.

Szarek, Emilia. (1983, May). 16 ways to save time in the classroom. Training, pp. 67-69, and 74.

The Journal of Education. (1980, Fall). 3(2).

The Journal of Education. (1984, Summer). 7(2).

Trost, Arty (1985, January). They may love it but will they use it?, Training and Development Journal, 39, 78-81.

Turner, Jonathan H. (1986). The structure of sociological theory (4th ed.). Chicago: The Dorsey Press.

Van Matre, Steve. (1972). Acclimitization. Indiana: American Camping Association.

Ward, Lane D. (1983, November). Warm fuzzies vs. hard facts: Four styles of adult learning. Training, pp. 31-33.

Webb, Eugene J.; Campbell, Donald T.; Schwartz, Richard D.; and Sechrest, Lee (1968). Unobtrusive measures: Nonreactive research in the social sciences. Chicago: Rand McNally.

Welodkowski, Raymond J. (1985). Enhancing adult motivation to learn. San Fransisco: Jossey-Bass.

Westover, C.P. (1983, May). Reflections on training education, Performance and Instructional Journal, 22, 23-24.

Wexley, Kenneth N., and Nemeroff, Wayne F. (n.d.). Effectiveness of positive reinforcement and goal setting as methods of management development. Journal of Applied Psychology. 60(4), 446-450.

Willings, David. (1981, February). Training for leadership. Roeper Review, 18, 18-23.

Wittrock, W.C., and Lumdaine, Arthur A. (1977). Instructional psychology. Annual Review of Psychology. 28, 417-59.

Wolff, Harold (n.d.). The great GM mystery. Training and Developing Executives. Harvard Business Review, Boston, #12131, 118-127.

Yin, Robert K. (1984). Case study research: Design and methods. Applied Social Research Methods Series, Volume 5, Beverley Hills, California: Sage Publications.

Yukl, Gary A. (1981). Leadership in organizations. New Jersey: Prentice-Hall.

Zeigler, Earle F., and Bowie, Gary W. (1983). Management competency development in sport and physical education. Philadelphia: Lea and Febiger.

Zemke, Ron (1982, April). Feedback technology and the growing appetite for self knowledge. Training, pp. 28, 34-37.

Zemke, Ron (1985, August). The honeywell studies: How managers learn to manage. Training, pp. 46-51.

APPENDIX A

Words That Have Been Used To Mean Lead, Leader and Leadership

WORDS THAT HAVE BEEN USED TO MEAN LEAD

actuate
affect
antecede
be in the driver's seat
best
better
blaze the trail
boss
break ground
break the ice
bring round
broach
call forth
call the shots
call the signals
cap
captain
carry on
cause
come before
come first
command
conduct
convince
convoy
crack the whip
direct
dispose
distance
dominate
drive
eclipse
elicit
escort
establish
evoke
exceed
excel
found establish
go ahead of
go before
go in advance
go one better
govern
guide
handle
have precedence
have priority
have the ascendency
have the upper hand
hold the reins
inaugurate
incline
induce
influence
initiate
instigate
institute
introduce
launch
lay down the lay
lay the first stone
lay the foundation
lead by the nose
lead off
lead the way
leave behind
make a start
manage
marshal
move
open

order
organize
originate
outdistance
outdo
outperform
outplay
outpoint
outrank
outrival
outrun
outshine
outstep
outstrip
overcome
overleap
oversee
overshadow
overtop
persuade
pilot
pioneer
precede
predispose
predominate
predominate
prescribe
preside over
prevail upon
provoke
prompt
put to shame
quarterback
rate
regulate
reign
ring up the curtain on
rule
rule the roost
run
run circles around
set in motion
set off
set up
show up
skipper
soften up
start the ball rolling
steal a march on
superintend
supervise
surpass
sway
take the first step
take the helm
take the initiative
take the lead
take the plunge
talk into
throw into the shade
top
tower above
transcend
trigger
usher
usher in
wear down
wear the pants
weight with
win over

WORDS THAT HAVE BEEN USED TO MEAN LEADER

administrator
bellweather
big cheese
big shot
big wheel
boss
bossman
caesar
chairperson
chief
chief executive officer
chieftain
commandant
commander
crowned head
czar
dean
department head
director
doyen
dynast
encourager
firer
foregoer
foreman
forerunner
front runner
gaffer
governor
groundbreaker
head honcho
headman
high chief
himself
innovator
inspirer
kaiser
king
kingpin
lead runner
leading light
lord
luminary
majesty
manager
master
mogul
monarch
motivator
mover
Mr. Big
nabob
number one
overking
overlord
overseer
pacemaker
pacesetter
paramount
paramount lord
pathfinder
patriarch
personage
pioneer
potentate
president
prince
prince regent
prince tetrarch
prompter
protector
regent
ringleader
royal personage
ruler

sachem
section head
senior
sovereign
spearhead
star
super
superintendent
superior
superstar
supervisor
superain
tetrarch
the brains
top dog
trail blazer
trend-setter
warlord

WORDS THAT HAVE BEEN USED TO MEAN LEADERSHIP

administration
advice
captaincy
chieftainship
clout
command
control
counsel
dictatorship
direction
directorship
dominance
dominion
governance
governorship
guidance
handling
ledship
hedgmony
influence
instruction
kingship
lead
leading
lordship
management
managership
mastership
mastery
muscle
potency
power
premiership
presidency
primacy
proctorship
recommendation
regulation
reign
running
rule
seignory
sovereignty
suggestion
superintendence
superintendency
superiority
supervision
supremacy
suzerainty
sway

APPENDIX B

Yukl's Classification Of Leadership Theories

Yukl (1981) suggested that almost all of the scientific research studies on leadership could be classified into one of four approaches. These were trait, behavior, situational, and power and influence. The trait approach emphasized the leader's personal qualities and skills. From the 1920's to the 1940's most of the leadership studies tried to discover those "traits" that distinguished leaders from followers. The assumption underlying the trait approach was that "leaders are born". Stogdill's 1948 review of leadership trait studies indicated that there were no significant differences of personal qualities between leaders and followers. Because of Stogdill's review leadership trait research almost ended.

The behavior approach, which began in the 1930's, focused on the action and behaviors that leaders did, and not on their personal qualities. This approach was based on the assumption that "leaders can be made". What a leader did determined his or her effectiveness or ineffectiveness and therefore, leaders could learn to change their behavior and become more effective. Most behavior research studied the differences in behaviors between effective and ineffective leaders.

In the 1950's the situational approach to the study of leadership began. It was made up of two branches. The first branch suggested that situational variables affected and determined a leader's behavior which in turn affected a leader's effectiveness. The second branch was the contingency approach which sought to identify which specific situational variables were present. This would determine which leadership behavior was most effective when the contingency variables were present.

The power and influence approach also began in the late 1950's. It attempted to explain leadership in terms of the leader's source or power, amount of power and how the leader used their power to influence others. Yukl's categorization of leadership researchers and their theories of leadership are found in Appendix I.

Yukl's Classification of Leadership Theories

1. Trait Approach

1920's-1940's - Jennings ended 1948 with Stogdill's review
1964 - Ewing, Managerial Mind

1975 - McClelland, Atkinson, Need for Achievement, Power, and Affiliation

1976 - Gordon, Values

1955 - Katz Three Skill Typology - technical skills
1965 - Mann Three Skill Typology - human relations skills
1978 - Kahn Three Skill Typology - conceptual skills

2. Behavior Approach

1930's - behavior research began

1939 - Lewin, Lippit, White, Autocratic, Democratic, and Laissez-faire Leadership Styles

1940's-1950's - Katz, Kahn, Morse, Guin, Floor, University of Michigan Studies, employee-centered and task-centered

1940's - Hemphill, Fleishman, Harris, Burtt, Stogdill, Coons, Bass, Ohio State University, consideration and initiation of structure

1960's - Blake, Mouton, Managerial Grid, concern for production and concern for people

1966 - Bowers and Seashore, Four Factors in Leaders' Behavior, supportiveness, interaction facilitation, goal emphasis and work facilitation

1967 - Likert, Systems Four, leadership determines organizational climate, communication patterns, and goal setting activities

1965 - Miner, Managerial Motivation, support for actions at higher levels, competitive element, active and supportive behavior, exercise power, direct subordinate behavior, assume a position of high visibility, administrative abilities

1973 - Mintzberg, Ten Managerial Roles

1979 - Yukl, Nemeroff, Managerial Behavior Survey, nineteen behaviors

1948 - Bennes, Sheats Task/Maintenance Functions
1953 - Bales Task/Maintenance Functions
1969 - Schien Task/Maintenance Functions
1976 - Bradford Task/Maintenance Functions
1977 - Lord Task/Maintenance Functions

3. Situational Approach

1950's - situational research began

1950's-1967 - Fiedler, Chemers, Mayer, Contingency Model, least preferred, co-worker, leader-member relations, position power, task situation

1958 - Tannebaumm, Schmidt, Decision Making, vary leadership style, task-directed behavior, relationship-directed behavior

1969-1980's - Hersey, Blanchard, Situational Leadership, directive behavior, supportive behavior, ability and willingness of subordinate

1971 - House, Dessler, Mitchell, Path Goal Theory, workers' expectations, role clarification, leaders' supportive, directive, participative, and achievement-oriented behavior

1972 - Reddin, Three D Theory, task behaviors, relationship behaviors, appropriate and inappropriate

1973 - Vroom, Yetton, Decision Making, rules to protect the quality of the decision, rules to protect the acceptance of the decision

1975 - Osborn, Hunt, Adaptive-Reactive Theory, macro variables are the same for all people in the organization

4. Power and Influence

1959 - French, Raven, Power and Influence, reward, coercive, legitimate, expert, referent

1970 - Jacobs, Social Exchange Theory

1979 - Hollander, Social Exchange Theory

1975 - Graen, Dansereau, Haga, Cashman, Vertical Dyad

Linkage Model, special relationship between the leader and subordinates, in-group and out-group

1977 - House, Charismatic Leader

APPENDIX C

Leadership Assessment Questionnaire (Pretest and Thentest/Posttest)

LEADERSHIP ASSESSMENT QUESTIONNAIRE

Name of the youth leader being rated: ____________________

Name of the person doing the rating: ____________________

Check one of the following: I am an adult ____. I am a youth ____.

Name of your association: ____________________

Date: ____________________

THE PURPOSE OF THIS QUESTIONNAIRE IS TO FIND OUT IF THE BLUE LAKE CENTRE YOUTH LEADERSHIP SEMINAR CONTRIBUTED TO YOUTH DELEGATES' LEADERSHIP EFFECTIVENESS.

ALL RESPONSES WILL BE HELD IN THE STRICTEST OF CONFIDENCE.

THE RESPONSES WILL BE USED TO EXAMINE THE TOTAL GROUP AND NOT TO LOOK AT ANY ONE PERSON.

HOW TO DO THE QUESTIONNAIRE

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "able to do".

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

Write the number on the line behind the description. Use whole numbers only; no 1/2 numbers or 1/4 numbers.

EXAMPLE	RATING
A. Canoeing Ability to canoe?	3
B. Resolve Problems Is able to resolve problems between group members?	4
C. Rules Follows the rules of their association?	1

***IF YOU HAVE ANY QUESTIONS ABOUT HOW TO DO THIS QUESTIONNAIRE PLEASE ASK YOUR ADULT LEADER.

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS

RATING

1. Mission
   Understands why their association exists, its purposes, goals, objectives, policies, and procedures? ______

2. Leadership Duties
   Knows what their specific leadership duties and responsibilities are? ______

3. Technical Skills, Knowledge, and Experience
   Has the required technical skills, knowledge, and experience to carry out their leadership duties? ______

4. Programs
   Is familiar with the associations' programs they are involved with? ______

5. Organization
   Is able to organize people to do activities and tasks? ______

6. Administration
   Is able to do those administrative routines associated with their leadership position? ______

7. Safety
   Is able to ensure the proper standard of care required for the activities they are leading including the handling of emergency situations? ______

8. Resources
   Makes full use of the resources available, including the technical resources and the people resources? ______

9. Evaluation
   Is able to evaluate the technical things associated with their leadership position? ______

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1----------	2----------	3----------	4----------	5----------	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS	RATING
10. Develops Leadership Helps to develop other people's leadership abilities and skills?	____
11. Leadership Responsibilities Willingly accepts the responsibilities that are part of their leadership position?	____
12. Understanding Understands the people they are leading by responding to each person as a unique individual with different strengths and weaknesses?	____
13. Respect Respects the people they are leading by accepting them for who they are?	____
14. Care and Concern Shows genuine care and concern for every person they are leading?	____
15. Trust Is able to establish and maintain trust with the people they are leading?	____
16. Listening Is able to let the person who is talking know they are actively listening to them?	____
17. Speaking Is able to speak effectively in front of a group?	____
18. Conversation Is able to talk effectively on a one-to-one basis with a person?	____
19. Leadership Style Is able to appropriately use a variety of leadership styles?	____

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS RATING

20. Leadership Duties
Shares leadership duties and responsibilities and does not try to do everything by themselves? _____

21. Control
When necessary is able to take control and take charge of the people they are leading? _____

22. Resolve Problems
Is able to resolve problems between group members? _____

23. Mistakes
Helps the people to learn from the mistakes they make? _____

24. Role Model
Is a positive example for the people they are leading? _____

25. Team Member
Has a good relationship with others and is able to cooperate in work and in play with youth and adults? _____

26. Feedback
Is able to appropriately give others both constructive criticism and positive praise? _____

27. Involvement
Is able to get the people they are leading involved by drawing out people's talents, skills, and abilities? _____

28. Directions and Instructions
Is able to clearly and concisely give instructions and directions? _____

29. Discipline
Disciplines in a fair and firm manner by having suitable consequences for the person's misbehavior? _____

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1----------	2----------	3----------	4----------	5----------	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS RATING

30. Fairness
Treats everyone fairly and consistently without playing favorites? _____

31. Open Minded
Is willing to listen to other people's different points of view and to try their suggestions? _____

32. Self Control
Has patience and is not easily frustrated? _____

33. Pressure
Is not easily pressured by friends, parents, adults, and others? _____

34. Feelings
Is able to verbally express their feelings to others at appropriate times? _____

35. Thoughts and Ideas
Is able to verbally express their thoughts and ideas to others at appropriate times? _____

36. Honesty
Is honest with themselves and others; does not lie and is truthful? _____

37. Goals
Has personal goals in life which are realistic and attainable? _____

38. Leadership Goals
Has leadership goals in life which are realistic and attainable? _____

39. Common Sense
Through their actions and behaviors demonstrates common sense? _____

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS RATING

40. Personal Organization
Is personally well organized and well prepared? ______

41. Initiative
Suggests ideas and follows through to completion of those ideas; is self-motivated and is not lazy? ______

42. Physical Self
Is physically fit and healthy? ______

43. High Standards
Has high standards for themself which they show by example but do not force on others? ______

44. Flexible
If the need is there they are able to be flexible and to make changes? ______

45. Humor
Has a good sense of humor? ______

46. Personal Responsibility
Willingly accepts responsibility for themselves and for the consequences of their actions? ______

47. Decision Making
Makes good decisions which are rational and logical? ______

48. Judgment
Is able to correctly assess and evaluate situations? ______

49. Self Awareness
Has an accurate self awareness of both their strengths and weaknesses? ______

50. Self Confidence
Has self confidence in their personal abilities? ______

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1----------	2----------	3----------	4----------	5----------	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS RATING

51. Improvement
Wants to learn, change, and grow both personally and as a leader in their association? _____

52. Commitment
Is loyal to their association and to the values it stands for? _____

53. Enthusiasm
Shows enthusiasm when they are leading? _____

54. Balance of Life Style
Is able to balance the needs, wants, and demands of their association, their school, their friends, and their family with their own personal needs and wants? _____

55. Leadership Effectiveness
Rate the overall leadership effectiveness of the youth leader you are rating? _____

LEADERSHIP ASSESSMENT QUESTIONNAIRE

The instructions for filling out this questionnaire are as follows:

1. ask the person to answer each question twice;

2. first ask the person to answer each question about the youth leader from their point of view at this time; this is the "NOW";

3. secondly, immediately after answering a question from the "NOW" perspective, ask the person to answer the same question again; only this time in reference to how they viewed the youth leader last June, 1987 before the youth leader attended the Blue Lake Centre Youth Leadership Seminar; this is the "BEFORE";

4. ask the person to answer each question in this manner before going on to the next question;

5. also give the instructions on the next page.

If you have any questions please call me collect.

Thank you,

LYLE BENSON
865-4712

LEADERSHIP ASSESSMENT QUESTIONNAIRE

Name of the youth leader being rated: ____________________

Name of the person doing the rating: ____________________

Check one of the following: I am an adult ____. I am a youth ____.

Name of your association: ____________________

Date: ____________________

THE PURPOSE OF THIS QUESTIONNAIRE IS TO FIND OUT IF THE BLUE LAKE CENTRE YOUTH LEADERSHIP SEMINAR CONTRIBUTED TO YOUTH DELEGATES' LEADERSHIP EFFECTIVENESS.

ALL RESPONSES WILL BE HELD IN THE STRICTEST OF CONFIDENCE.

THE RESPONSES WILL BE USED TO EXAMINE THE TOTAL GROUP AND NOT TO LOOK AT ANY ONE PERSON.

HOW TO DO THE QUESTIONNAIRE

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "able to do".

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

Write the number on the line behind the description. Use whole numbers only; no 1/2 numbers or 1/4 numbers.

EXAMPLE

	RATING	
	NOW	BEFORE
A. Canoeing Ability to canoe?	3	2
B. Resolve Problems Is able to resolve problems between group members?	4	5
C. Rules Follows the rules of their association?	1	4

***IF YOU HAVE ANY QUESTIONS ABOUT HOW TO DO THIS QUESTIONNAIRE PLEASE ASK YOUR ADULT LEADER.

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS	RATING	
	NOW	BEFORE
1. Mission Understands why their association exists, its purposes, goals, objectives, policies, and procedures?		
2. Leadership Duties Knows what their specific leadership duties and responsibilities are?		
3. Technical Skills, Knowledge, and Experience Has the required technical skills, knowledge, and experience to carry out their leadership duties?		
4. Programs Is familiar with the associations' programs they are involved with?		
5. Organization Is able to organize people to do activities and tasks?		
6. Administration Is able to do those administrative routines associated with their leadership position?		
7. Safety Is able to ensure the proper standard of care required for the activities they are leading including the handling of emergency situations?		
8. Resources Makes full use of the resources available, including the technical resources and the people resources?		
9. Evaluation Is able to evaluate the technical things associated with their leadership position?		

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1----------2----------3----------4----------5----------6

VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS

RATING
NOW BEFORE

10. Develops Leadership
Helps to develop other people's leadership abilities and skills?

11. Leadership Responsibilities
Willingly accepts the responsibilities that are part of their leadership position?

12. Understanding
Understands the people they are leading by responding to each person as a unique individual with different strengths and weaknesses?

13. Respect
Respects the people they are leading by accepting them for who they are?

14. Care and Concern
Shows genuine care and concern for every person they are leading?

15. Trust
Is able to establish and maintain trust with the people they are leading?

16. Listening
Is able to let the person who is talking know they are actively listening to them?

17. Speaking
Is able to speak effectively in front of a group?

18. Conversation
Is able to talk effectively on a one-to-one basis with a person?

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS	RATING NOW	RATING BEFORE
19. Leadership Style Is able to appropriately use a variety of leadership styles?		
20. Leadership Duties Shares leadership duties and responsibilities and does not try to do everything by themselves?		
21. Control When necessary is able to take control and take charge of the people they are leading?		
22. Resolve Problems Is able to resolve problems between group members?		
23. Mistakes Helps the people to learn from the mistakes they make?		
24. Role Model Is a positive example for the people they are leading?		
25. Team Member Has a good relationship with others and is able to cooperate in work and in play with youth and adult?		
26. Feedback Is able to appropriately give others both constructive criticism and positive praise?		
27. Involvement Is able to get the people they are leading involved by drawing out people's talents, skills, and abilities?		
28. Directions and Instructions Is able to clearly and concisely give instructions and directions?		

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1----------2----------3----------4----------5----------6

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS

RATING
NOW BEFORE

29. Discipline
Disciplines in a fair and firm manner by having suitable consequences for the person's misbehavior?

30. Fairness
Treats everyone fairly and consistently without playing favorites?

31. Open Minded
Is willing to listen to other people's different points of view and to try their suggestions?

32. Self Control
Has patience and is not easily frustrated?

33. Pressure
Is not easily pressured by friends, parents, adults, and others?

34. Feelings
Is able to verbally express their feelings to others at appropriate times?

35. Thoughts and Ideas
Is able to verbally express their thoughts and ideas to others at appropriate times?

36. Honesty
Is honest with themselves and others; does not lie and is truthful?

37. Goals
Has personal goals in life which are realistic and attainable?

38. Leadership Goals
Has leadership goals in life which are realistic and attainable?

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS

RATING
NOW BEFORE

39. Common Sense
Through their actions and behaviors demonstrates common sense?

40. Personal Organization
Is personally well organized and well prepared?

41. Initiative
Suggests ideas and follows through to completion of those ideas; is self-motivated and is not lazy?

42. Physical Self
Is physically fit and healthy?

43. High Standards
Has high standards for themself which they show by example but do not force on others?

44. Flexible
If the need is there, they are able to be flexible and to make changes?

45. Humor
Has a good sense of humor?

46. Personal Responsibility
Willingly accepts responsibility for themselves and for the consequences of their actions?

47. Decision Making
Makes good decisions which are rational and logical?

48. Judgment
Is able to correctly assess and evaluate situations?

49. Self Awareness
Has an accurate self awareness of both their strengths and weaknesses?

Rate the youth leader on the following descriptions. Use the rating scale of one through six. One means the youth leader has very great ability and six means the youth leader has no ability. Ability means "to be able to do".

1	2	3	4	5	6
VERY GREAT ABILITY	LARGE ABILITY	MODERATE ABILITY	SOME ABILITY	LITTLE ABILITY	NO ABILITY

DESCRIPTIONS

RATING
NOW BEFORE

50. Self Confidence
Has self confidence in their personal abilities?

51. Improvement
Wants to learn, change, and grow both personally and as a leader in their association?

52. Commitment
Is loyal to their association and to the values it stands for?

53. Enthusiasm
Shows enthusiasm when they are leading?

54. Balance of Life Style
Is able to balance the needs, wants, and demands of their association, their school, their friends, and their family with their own personal needs and wants?

55. Leadership Effectiveness
Rate the overall leadership effectiveness of the youth leader you are rating?

APPENDIX D

Leadership Seminar Questionnaire

LEADERSHIP SEMINAR QUESTIONNAIRE NAME: ____________________

A. Do you think the Blue Centre Youth Leadership Seminar contributed to your leadership effectiveness? Use the scale of one through six. One means you think the leadership seminar very greatly contributed to your leadership effectiveness and six means you think the leadership seminar made no contribution to your leadership effectiveness.

1-------------	2-----------	3-----------	4-----------	5-----------	6
VERY GREAT CONTRIBUTION	LARGE CONT.	MODERATE CONT.	SOME CONT.	LITTLE CONT.	NO CONT.

RATING

1. How much did the Blue Lake Centre Youth Leadership Seminar contribute to your leadership effectiveness? ______

B. In what ways has the leadership seminar contributed to your leadership effectiveness? Be as specific as possible.

1. ______________________________________
____
2. ______________________________________
____
3. ______________________________________
____
4. ______________________________________
____
5. ______________________________________
____

C. What other things may have contributed to your leadership effectiveness?

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

D. The purpose of this part of the questionnaire is to find out which of the leadership seminar sessions contributed most to your leadership effectiveness when you returned back to your association.

Rate each session on how much it contributed to your leadership effectiveness when you returned back to your association. Use the scale of one through six. One means the session contributed to a very great extent to your leadership effectiveness and six means the session made no contribution to your leadership effectiveness.

1	2	3	4	5	6
VERY GREAT EXTENT	LARGE EXTENT	MODERATE EXTENT	SOME EXTENT	LITTLE EXTENT	NO EXTENT

Write the numbers on the line behind the session. Use whole numbers only; no 1/2 numbers or 1/4 numbers.

EXAMPLE	RATING
A. Kayaking	2
B. Leading a singsong	3
C. Nonverbal communication skills	6

If you have any questions on how to complete this questionnaire, please ask your adult leader for assistance.

DESCRIPTION	RATING
1. Wide Games	____
2. Initiative Games	____
3. Key Group Debriefings	____
4. Expectations and Concerns	____
5. Rules --Non-negotiable/Negotiable	____
6. Morning Madness	____
7. Traits, characteristics and attitudes of a leader	____
8. The Leadership Development Model	____
9. Johari Window	____
10. Active Listening	____

Rate each session on how much it contributed to your leadership effectiveness when you returned back to your association. Use the scale of one through six. One means the session contributed to a very great extent to your leadership effectiveness and six means the session made no contribution to your leadership effectiveness.

1-----------	2-----------	3-----------	4-----------	5-----------	6
VERY GREAT EXTENT	LARGE EXTENT	MODERATE EXTENT	SOME EXTENT	LITTLE EXTENT	NO EXTENT

DESCRIPTION	RATING
11. Paraphrasing	____
12. Behavior Description	____
13. Rock Climbing	____
14. Debriefing of the Rock Climbing	____
15. Nevigation	____
16. Debriefing of the Navigation	____
17. Orienteering	____
18. Debriefing of the Orienteering	____
19. Canoeing	____
20. Debriefing of the Canoeing	____
21. Self Talk - review of your past leadership situations	____
22. Bafa, Bafa	____
23. Personal Contracting	____
24. Description of Feelings	____
25. Perception Checks	____
26. Task-Maintenance Functions	____
27. Self Talk - review of your present leadership situations	____
28. Vertical/Lateral Thinking	____
29. Pinch Theory	____
30. Campfire Sharing Circle	____

Rate each session on how much it contributed to your leadership effectiveness when you returned back to your association. Use the scale of one through six. One means the session contributed to a very great extent to your leadership effectiveness and six means the session made no contribution to your leadership effectiveness.

1	2	3	4	5	6
VERY GREAT EXTENT	LARGE EXTENT	MODERATE EXTENT	SOME EXTENT	LITTLE EXTENT	NO EXTENT

DESCRIPTION	RATING
31. Association Skits Presentation	____
32. Town Hall	____
33. Bi/Polar	____
34. The Campfire	____
35. Athabasca Tower Lookout	____
37. Basic Needs of People in Groups	____
38. Ins and Outs	____
39. Relaxation/Breathing	____
40. Leadership Journal	____

Other things that contributed to my leadership development during the leadership seminar are:

41. ____ ____

42. ____ ____

43. ____ ____

44. ____ ____

*Note: This page of the Leadership Seminar Questionaire was only administered to the Control Group.

Rate each session on how much it contributed to your leadership effectiveness when you returned back to your association. Use the scale of one through six. One means the session contributed to a very great extent to your leadership effectiveness and six means the session made no contribution to your leadership effectiveness.

1	2	3	4	5	6
VERY GREAT EXTENT	LARGE EXTENT	MODERATE EXTENT	SOME EXTENT	LITTLE EXTENT	NO EXTENT

DESCRIPTION RATING

31. Association Skits Presentation ______

32. Town Hall ______

33. Bi/Polar ______

34. The Campfire ______

35. Eight Step Goal Achievement ______

Other things that contributed to my leadership development during the leadership seminar are:

36. Leadership Journal ______

37. ______________________________ ______

38. ______________________________ ______

39. ______________________________ ______

40. ______________________________ ______

*Note: This page of the Leadership Seminar Questionaire was only administered to the Treatment Group.

APPENDIX E

Eight Step Goal Achievement

EIGHT STEP GOAL ACHIEVEMENT - BY LYLE BENSON

STEP ONE: REVIEWING MY LEADERSHIP SITUATIONS

A. REVIEWING MY PAST LEADERSHIP SITUATIONS

1. Which past situations have you been a leader in? (Over a year ago).

2. What personal skills, knowledge, and experience helped you to be an effective leader?

3. What were some of your strengths as a leader?

4. What were some of your weaknesses as a leader?

5. What were some of your leadership successes and achievements?

B. REVIEWING MY PRESENT LEADERSHIP SITUATION

1. Which present situations are you a leader in? (During the last year).

2. What personal skills, knowledge, and experience helped you to be an effective leader?

3. What are some of your strengths now as a leader?

4. What are some of your weaknesses now as a leader?

5. What are some of your leadership successes and achievements during the last year?

VALUES AND NEEDS THAT ARE IMPORTANT TO YOU

The following is a list of values and needs that may or may not be significant in your life. Please mark each item with a letter and a number.

First consider each item individually. Grade it A, B, C or D to indicate whether you consider it "extremely important" (A), "Quite important" (B), "Moderately important" (C), or "not important" (D).

Then, consider all the items. Number these needs and values according to their importance in your own life - No. 1, the most important; No. 2, the second most important, etc.

___ ___	Justice	The quality of being impartial or fair; righteousness; conformity to truth, fact, or reason; to treat others fairly or adequately.
___ ___	Altruism	Regard for or devotion to the interest of others.
___ ___	Recognition	Being made to feel significant and important; being given special notice or attention.
___ ___	Pleasure	The agreeable emotion accompanying the possession or expectation of what is good or greatly desired. "Pleasure" stresses satisfaction or gratification rather than visible happiness; a state of gratification.
___ ___	Wisdom	The ability to discern inner qualities and relationships; insight, good sense, judgment.
___ ___	Honesty	Fairness or straightforwardness of conduct; integrity; uprightness of character or action.
___ ___	Achievement	Accomplishment; a result brought about by resolve, persistence or endeavor. The word "achieve" is defined as "to bring to a successful conclusion; accomplishment; to attain a desired end or aim".
___ ___	Autonomy	The ability to be a self-determining individual.
___ ___	Wealth	Abundance of valuable material possessions or resources; affluence.
___ ___	Power	Possession of control, authority or influence over others.

___	___	Love	Affection based on admiration; benevolence; warm attachment, enthusiasm, or devotion; unselfish devotion that freely accepts another in loyalty and seeks his good.
___	___	Aesthetics	The appreciation and enjoyment of beauty for beauty's sake.
___	___	Physical Appearance	Concern for the beauty of one's own body.
___	___	Health	The condition of being sound in body; freedom from physical disease or pain; the general condition of the body; well being.
___	___	Skill	The ability to use one's knowledge effectively and readily in execution or performance; technical expertise.
___	___	Emotional Well-being	Freedom from overwhelming anxieties and barriers to effective functioning; a peace of mind; inner security.
___	___	Knowledge	The seeking of truth, information, or principles for the satisfaction of curiosity, for use, or for the power of knowing.
___	___	Morality	The belief in and keeping of ethical standards.
___	___	Religious Faith	Communion with, obedience to and activity in behalf of a Supreme Being.
___	___	Loyalty	Maintaining allegiance to a person, group, institution or political entity.

FULL VALUES

From their study of social and educational psychology, and as a result of their observation of the process of forming values, Raths, Harmin, and Simon (1966) identified seven criteria which, together, constitute an operational definition of a full value. This definition is used in value clarification as the yardstick for determining whether a person is actually holding a value or not:

FIRST CRITERION: A Value Must Be Chosen Freely

SECOND CRITERION: A Value Must Be Chosen From Alternatives

THIRD CRITERION: A Value Must Be Chosen After Considering the Consequences

FOURTH CRITERION: A Value Must Be Performed

FIFTH CRITERION: A Value Becomes a Pattern of Life

SIXTH CRITERION: A Value Is Cherished

SEVENTH CRITERION: A Value is Publicly Affirmed

EIGHTH CRITERION: A Value Enhances the Person's Total Growth

CHOOSING:
1) freely
2) from alternatives
3) after thoughtful consideration of the consequences of each alternative

PRIZING:
4) cherishing, being happy with the choice
5) willing to affirm the choice publicly

ACTING:
6) doing something with the choice
7) repeatedly, in some pattern of life

These seven criteria should be considered in relation to an individual's strongest value and tested against his own definition of a value. Any criterion may be rejected or any other may be added. Values are not formed by impulse, thoughtless action, following the crowd, or blind acceptance of others' values. Full values are formed by a process that involves one's feelings, thoughts, desires, actions, and spiritual needs. It is a dynamic formulation, not a static one.

STEP TWO: DETERMINING MY VALUES

1. List the highlights of your past leadership situations.

2. List the highlights of your present leadership situations.

3. List your major values from the values exercise.

4. Is there a difference between what you say you value and how you live your life?

5. How have your values positively affected your leadership situations?

6. What are some specific ways you can be a leader and still live out those values you consider important?

STEP THREE: DETERMINING MY FUTURE LEADERSHIP GOALS

1. Generally, what are some of the leadership goals you want to achieve in your life?

2. Generally, what are some of the leadership goals you want to achieve during the next year?

3. Generally, what are some of the leadership goals you want to achieve during the next three months?

STEP FOUR: SETTING SPECIFIC LEADERSHIP GOALS

A. WRITING LEADERSHIP GOAL STATEMENTS

1. **SPECIFIC RESULTS:** specific results tell you what you will have achieved.

   e.g. non-specific results: to improve my leadership.

   specific results: ______________________

   ____

2. **I WILL STATEMENTS:** I will statements tell you that you are involved in achieving your goals.

   e.g. non-I will statements: to get my superiors to accept suggestions for improvements.

   I will statements: ______________________

   ____

3. **ACTION ORIENTED:** specifies the actions you will do to achieve your goals.

   e.g. non-action oriented: to gain the respect of my followers.

   action oriented: ______________________

   ____

4. **NOTICEABLE:** other people can see you achieving your goals.

   e.g. non-noticeable: to be the best leader in my association.

   noticeable: ______________________

   ____

5. **REALITY CHECK:** to check to see if your goal is realistically attainable.

   e.g. un-realistic goal: to change the values of my superiors so they accept my personal values.

   realistic goal: ______________________

   ____

B. WRITING MY LEADERSHIP GOAL STATEMENTS

Take the leadership goals you wrote for the next three months in Step Three and rewrite them now using the SIANR Method.

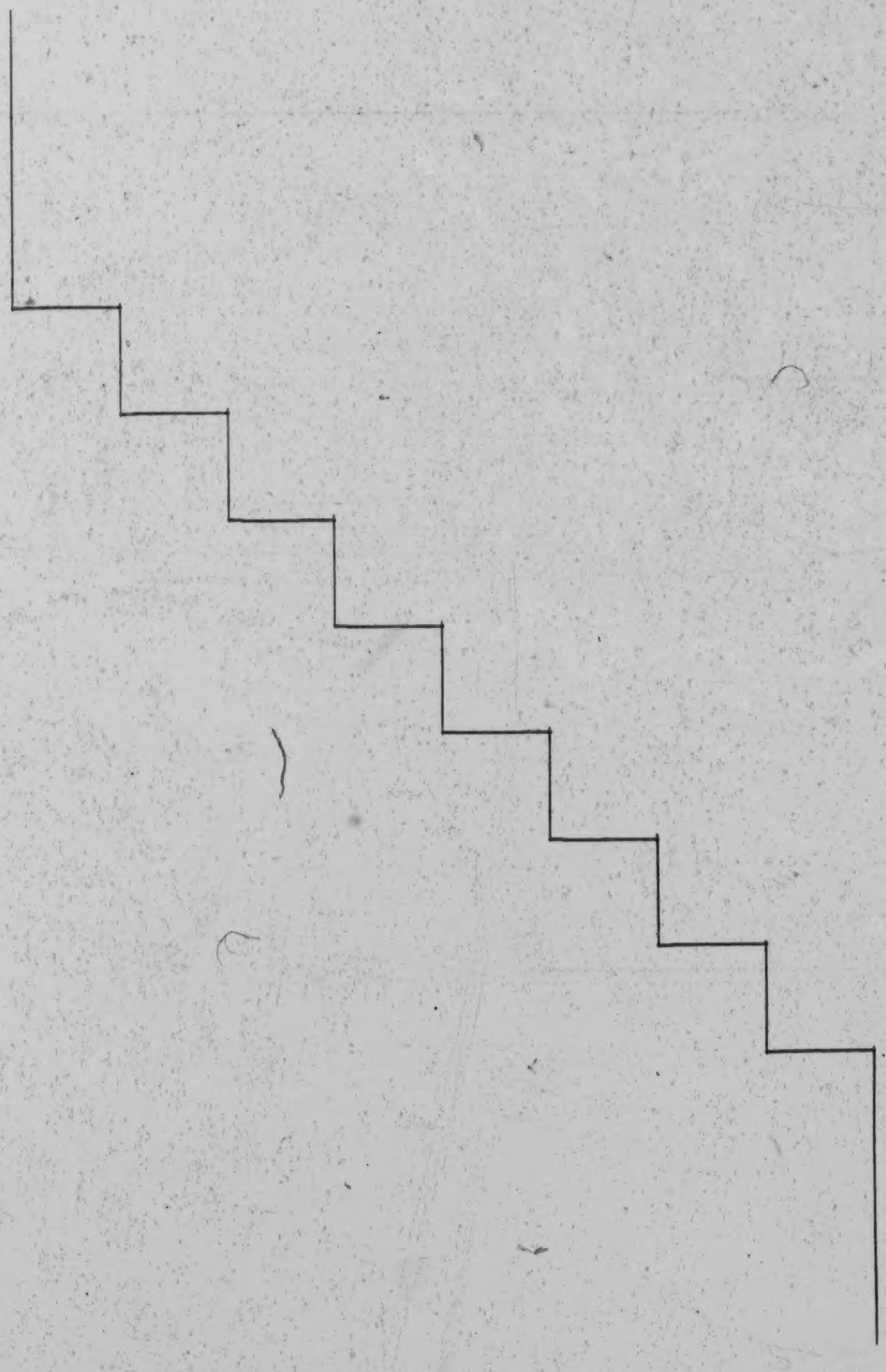
1. LEADERSHIP GOAL ONE: ____________________

2. LEADERSHIP GOAL TWO: ____________________

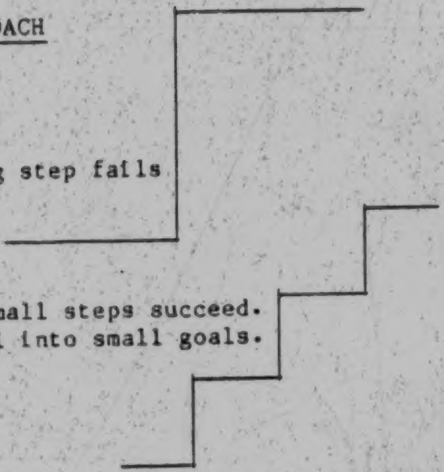
3. LEADERSHIP GOAL THREE: ____________________

4. LEADERSHIP GOAL FOUR: ____________________

5. LEADERSHIP GOAL FIVE: ____________________



STEP FIVE: SMALL STEP APPROACH



1. **FAILURE METHOD:** one big step fails

2. **SUCCESS METHOD:** many small steps succeed. Break down your big goal into small goals.

3. **TIMELINES:**

Set specific timelines and deadlines to achieve your leadership goals.

e.g.: Big Goal: I will bicycle 500 miles by the end of the month.

Small Goal: I will bicycle 125 miles by the end of the week.

Smaller Goal: I will bicycle 18 miles each day.

4. **SIGNIFICANT OTHERS:**

Identify significant others who can help and/or hinder you in achieving your leadership goals. This could include parents, friends, adult leaders, association leaders, sisters, brothers, teachers, and of course, yourself. Also identify how each person can help and/or hinder you.

PERSON	HOW THEY CAN HELP AND/OR HINDER

STEP SIX: DOING IT NOW

1. SHARING WITH SIGNIFICANT OTHERS:

The date, time, and place I will meet with significant others and share my leadership goals and how they can help and/or hinder me.

PERSON	DATE, TIME, PLACE

2. TOUCHING BASE

I must touch base daily and weekly with the small steps of my leadership goals.

LEADERSHIP GOAL	TOUCH BASE DAILY OR WEEKLY

3. THINGS I MUST KEEP DOING, START DOING, AND STOP DOING

KEEP DOING:

START DOING:

STOP DOING:

4. HOW IS MY TIME BEST SPENT NOW TO ACHIEVE MY LEADERSHIP GOALS?

5. LETTER OF PERSONAL CONTRACT:

NAME: ____________________

ADDRESS: ____________________

DATE: ____________________

In one month I will have achieved the following leadership goals and I know I will have been successful.

LEADERSHIP GOALS	MEASURE OF SUCCESS

STEP SEVEN: REVIEWING DAILY AND WEEKLY

QUESTIONS FOR REVIEWING DAILY AND WEEKLY

1. Which of my daily small leadership goals have I achieved today?

2. Which of my daily small leadership goals must I put more time and effort into achieving?

3. What specific actions must I do to achieve my daily small leadership goals?

4. Which of my weekly leadership goals have I achieved this week?

5. Which of my weekly leadership goals must I put more time and effort into achieving?

6. What specific actions must I do to achieve my weekly leadership goals?

STEP EIGHT: ACHIEVING MY LEADERSHIP GOALS

SABOTAGE METHOD

1. Do not determine your leadership goals and relate them to the priorities of the rest of your life.
2. Do not write specific leadership goal statements.
3. Do not set deadlines to achieve your leadership goals.
4. Do not plan small steps to achieve your leadership goals.
5. Do not share your leadership goals with significant others and modify them if necessary.
6. Do not touch base daily and weekly with your small steps.

SUCCESS METHOD

1. Work smarter, not harder.
2. Balance your lifestyle.
3. Determine your real commitment to your leadership goals.
4. Modify your leadership goals up or down when you review them.
5. Work smartest and hardest at the start of the day, week, etc.
6. Plan in rest times and fun breaks as rewards for your effort.
7. "You must never, never, never give up!" - Sir Winston Churchill, 1941.

CELEBRATE

REWARD YOURSELF WHEN YOU ACHIEVE A SMALL STEP AND A SMALL GOAL AND WHEN YOU ACHIEVE A LARGE STEP AND A LARGE GOAL.

ONLY YOU CAN DO IT NOW!

APPENDIX F

Action Planning Questionnaire
(A Group)

ACTION PLANNING QUESTIONNAIRE - TG NAME: ______________________

A. List the leadership goals you set for yourself during the Eight Step Goal Achievement Session at Blue Lake Centre.

1. LEADERSHIP GOAL ONE ______________________

____

2. LEADERSHIP GOAL TWO ______________________

____

3. LEADERSHIP GOAL THREE ______________________

____

4. LEADERSHIP GOAL FOUR ______________________

____

5. LEADERSHIP GOAL FIVE ______________________

____

B. Rate each leadership goal on how successful you were in achieving it. Use the scale of one through six. One means you had very great success in achieving your leadership goal and six means you had no success in achieving your leadership goal.

1	2	3	4	5	6
VERY GREAT SUCCESS	LARGE SUCCESS	MODERATE SUCCESS	SOME SUCCESS	LITTLE SUCCESS	NO SUCCESS

	RATING
1. LEADERSHIP GOAL ONE	______
2. LEADERSHIP GOAL TWO	______
3. LEADERSHIP GOAL THREE	______
4. LEADERSHIP GOAL FOUR	______
5. LEADERSHIP GOAL FIVE	______

C. Rate each leadership goal on how much the Eight Step Goal Achievement session contributed to you achieving that goal. Use the scale of one through six. One means the Eight Step Goal Achievement session very greatly contributed to you achieving that leadership goal and six means the Eight Step Goal Achievement session made no contribution to you achieving that goal.

1-----------	2-----------	3-----------	4-----------	5-----------	6
VERY GREAT CONT.	LARGE CONT.	MODERATE CONT.	SOME CONT.	LITTLE CONT.	NO CONT.

RATING

1. LEADERSHIP GOAL ONE ______

2. LEADERSHIP GOAL TWO ______

3. LEADERSHIP GOAL THREE ______

4. LEADERSHIP GOAL FOUR ______

5. LEADERSHIP GOAL FIVE ______

D. List other things that may have contributed to you achieving your leadership goals.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

E. Which parts of the Eight Step Goal Achievement session contributed to you achieving your leadership goals? Rate each part on a scale of one through six. One means the part very greatly contributed to you achieving your leadership goals and six means that part made no contribution to you achieving your leadership goals.

1-----------	2-----------	3-----------	4-----------	5-----------	6
VERY GREAT CONT.	LARGE CONT.	MODERATE CONT.	SOME CONT.	LITTLE CONT.	NO CONT.

RATING

STEP ONE: REVIEWING MY LEADERSHIP SITUATIONS

1. Reviewing my past leadership situations. ______

2. Reviewing my present leadership situations ______

STEP TWO: DETERMINING MY VALUES

3. Determining my values. ______

STEP THREE: COMPARING WHAT IS WITH WHAT WILL BE

4. The leadership goals I want to achieve in my life. ______

5. The leadership goals I want to achieve in the next year of my life. ______

6. The leadership goals I want to achieve in the next three months of my life. ______

STEP FOUR: SETTING SPECIFIC LEADERSHIP GOALS

7. Writing leadership goal statements. ______

8. Writing my leadership goal statements. ______

STEP FIVE: SMALL STEP APPROACH

9. Setting small steps to achieve my leadership goals. ______

10. Setting specific timelines and deadlines to achieve my leadership goals. ______

11. Identifying significant others who can help and/or hinder me achieving my leadership goals. ______

1	2	3	4	5	6
VERY GREAT CONT.	LARGE CONT.	MODERATE CONT.	SOME CONT.	LITTLE CONT.	NO CONT.

RATING

STEP SIX: DOING IT NOW

12. Sharing with significant others my leadership goals and how they can help and/or hinder me achieving my leadership goals. ______

13. Touching base daily and weekly with my leadership goals. ______

14. Must keep doing, must stop doing, and must start doing. ______

15. Letter of contract. ______

16. How is my time best spent now for me to achieve my leadership goals? ______

STEP SEVEN: REVIEWING DAILY AND WEEKLY

17. Questions for reviewing daily and weekly. ______

STEP EIGHT: ACHIEVING MY LEADERSHIP GOALS

18. Sabotage method hints. ______

19. Success method hints. ______

20. Celebrating my small successes and my big successes. ______

APPENDIX G

Action Planning Questionnaire
(B Group)

ACTION PLANNING QUESTIONNAIRE - CG NAME: ____________________

A. Since the Blue Lake Centre Youth Leadership Seminar, have you set any leadership goals? If so, list these leadership goals.

1. LEADERSHIP GOAL ONE ____________________
____

2. LEADERSHIP GOAL TWO ____________________
____

3. LEADERSHIP GOAL THREE ____________________
____

4. LEADERSHIP GOAL FOUR ____________________
____

5. LEADERSHIP GOAL FIVE ____________________
____

B. Rate each leadership goal on how successful you were in achieving it. Use the scale of one through six. One means you had very great success in achieving your leadership goal and six means you had no success in achieving your leadership goal.

1-----------2-----------3-----------4-----------5-----------6

VERY GREAT SUCCESS	LARGE SUCCESS	MODERATE SUCCESS	SOME SUCCESS	LITTLE SUCCESS	NO SUCCESS

	RATING
1. LEADERSHIP GOAL ONE	____
2. LEADERSHIP GOAL TWO	____
3. LEADERSHIP GOAL THREE	____
4. LEADERSHIP GOAL FOUR	____
5. LEADERSHIP GOAL FIVE	____

C. Did you come up with a plan, method, or technique to achieve your leadership goals? If so, describe it in as much detail as possible.

____

____

____

____

____

____

____

____

____

____

D. List other things that may have contributed to you achieving your leadership goals.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

APPENDIX H

Battle's Culture-Free Self-Esteem Inventory

The material was removed from this dessertation because of copyright restrictions. The information this page contained was Dr. J. Battle's "Culture-Free Self-Esteem Form — Adults".

This inventory may be ordered from Special Child Publications, 4535 Union Bay Place NE, Seattle, Washington, 98105.

APPENDIX I

Blue Lake Centre Youth Leadership Seminar

Table of Contents

Introduction 282

Mission, Goals and Objectives 282

Daily Agenda 285

Description of Each Seminar Agenda Session and Activity 293

Day One

1. Icebreaker 294
2. Initiative Tasks 295
3. Key Group Debriefing Day #1 297
4. Expectations and Concerns Whole Community 301
5. Rules 304
6. Free Time 307
7. Facilitation Team Debriefing 308

Day Two

8. Morning Madness 309
9. Program Overview 311
10. Wholistic Leadership Triangle 312
11. Johari Window 313
12. Active Listening 315
13. Paraphrasing 318
14. Behavior Description 320
15. Rock Climbing Activity 322
16. Navigation Activity 326
17. Orienteering Activity 330
18. Canoeing Activity 332
19. Sauna 335
20. Self Talk 337

21. Ba-Fa Ba-Fa 340
22. Association Skit Planning 343
23. Key Group Debriefing Day #2 344

Day Three

24. Description of Feelings 345
25. Perception Check 347
26. Enerizer 348
27. Task/Maintenance Functions 350
28. Vertical Lateral Thinking 352
29. Association Skits Presentation 354
30. Key Group Debriefing Day #3 356
31. Curfew 358

Day Four

32. Bi/Polar 359
33. Pinch Theory 362
34. Key Group Debriefing Day #4 364

Day Five

35. Eight Step Goal Achievement 366
36. Tuckman's Group Development Model 368
37. Basic Needs of People In Groups 370
38. Ins and Outs 371
39. Relaxation/Breathing 372
40. A Blue Lake Outdoor Experience 373
41. Campfire 374

Day Six

42. Athabasca Lookout Tower 376
43. Association Participants and Their Adult Leaders Meet 378
44. Warm Fuzzies 379

Credits 380

Introduction

In order that the reader will have an indepth understanding of the design and facilitation, and also what participants experienced, this section will provide specific detailed information about the leadership seminar. It will include: (1) the mission, goals and objectives of the seminar, (2) the seminar agenda, and (3) a detailed description of each seminar session and activity.

Mission, Goals and Objectives

The mission, goals and objectives of the leadership seminar were developed in 1985, the first year of the seminar. They were reviewed and refined in 1986. This study was done in the summer of 1987. This was the third year of the leadership seminar and the only year in which two seminars took place. This allowed for the Treatment Group in July and the Control Group in August.

Mission Statement: To increase youths' leadership effectiveness.

Goal: 1 To increase youth's leadership effectiveness in their affiliate, local provincial youth association/agency.

Goal: 2 To provide leadership development learnings in people skills, self skills and program skills.

Objectives:

1.1 To be able to verbalize personal strengths, weaknesses and leadership improvement areas in the "people", "self" and "program" skill areas.

1.2 To have participants learn, practice and use the skills taught.

1.3 To ensure youth are able to:

- a) verbalize how leadership is defined by their provincial youth association;
- b) verbalize how leadership is defined by Alberta Recreation and Parks, Volunteer Leadership Development Section; and
- c) determine how they themselves define leadership.

Goal: 3 To have youth delegates utilize information learned in a leadership capacity within their respective local youth associations.

Objective:

3.1 To develop action plans which enable skills learned to be transferred back to the participants' home environment.

Goal: 4 To provide opportunities for youth to be challenged and achieve success within a low real risk, positive experiential learning environment.

Objective:

4.1 To develop a program that facilitates change through an experiential learning environment with positive outcomes.

Goal: 5 To provide opportunities for youth association leaders to share common issues, concerns and ideas related to:

a) their provincial youth associations; and
b) youth leadership development.

Objectives:

5.1 To develop a forum for discussion by adult leader representatives of youth-related issues common to associations/agencies.

5.2 To enable youth association adult leaders to experience the youth leadership program as participant observers.

Goal: 6 To provide administration systems necessary to implement the program.

Objectives:

6.1 To ensure adequate funding is available to administer the program.

6.2 To develop clear administrative support systems between Blue Lake Centre and the resource leader team.

6.3 To develop communication systems between the Volunteer Leadership Development Section and the participating youth associations.

Goal: 7 To develop expertise to facilitate this program.

Objective:

7.1 To provide two non-affiliated volunteer positions to act as participant observers.

The goals of the Blue Lake Centre Youth Leadership Seminar related to components of the Wholistic Leadership Development Model in the following ways:

Goal #1

This seminar goal was to increase youths' leadership effectiveness in their associations by increasing youths' program (work), people, and self skills. These are the content skill areas of the model.

One of the objectives of this first goal was to have youths learn, practice, and use the knowledge and skills being taught. To achieve this four types of sessions were designed into the seminar. These were theory sessions, practice sessions, structured real life sessions, and unstructured real life sessions.

A second objective of goal #1 was to have youths verbalize their personal strengths, weaknesses, and areas for improvements. This was the acceptance phase of the change process phases of the model.

A third objective of goal #1 was to have youths verbalize how leadership was defined by their associations, by Alberta Recreation and Parks, and by themselves. This related to the model in that youths gained awareness about the different perceptions of leadership.

Goal #2

This goal was to have youths use the knowledge and skills they gained at the seminar back in their associations. This goal was enhanced through the development of personal action plans which was one of the change process phases of the model.

Goal #3

This goal was to have the youths challenged and still achieve success and positive outcomes within a low real risk, positive experiential learning environment. This goal was related to the model through the idea that a person would change "willfully, positively, and consciously".

To ensure the safety of participants, some members of the facilitation team analyzed the content and processes of the seminar, using forms from "Changing

Your Leadership Style Because of Risk" (Benson, 1981). The forms used were "risk factor assessment, participant assessment, and standard of care assessment". As well, all members of the facilitation team were highly skilled in the indoor session or outdoor activity they taught.

Other Goals

The other goals of the seminar were not directly related to the model, and dealt with association issues and administration of the seminar.

Daily Agenda

The daily agenda of the Blue Lake Centre Youth Leadership Seminar is now presented. It includes the day and time, the objective, the activity and the instructor.

Group #1 - July 5-10, 1987
Group #2 - August 2-7, 1987

TIME	OBJECTIVE	ACTIVITY	INSTRUCTOR
Sunday 7:00 PM	—	Introduction Welcome	Rick Toby
7:15	To get program participants participants acquainted with each other.	Ice Breakers * Wide Game	#1 Rick, Sue #2 Rick, Scottie
8:15	To enable key group formation to occur.	Divide participants into Key Groups	Barb
		Initiative Games Intro.	Barb
		Initiative Games	Lyle, Brad, Barb, Rick #1 Sue #2 Scottie
9:10	To set the norm of personalizing program content. Build trust and rapport. Promote forming, storming and norming.	Key Group Debrief - Debrief Initiatives - Who Am I? - A little bit about my assoc. - Expectations and Concerns - Curfew - Personal Contracting	Key Group Leaders

agenda continued...

TIME	OBJECTIVE	ACTIVITY	INSTRUCTOR
10:00	Whole group forming, storming, and norming.	Whole Group: Expectations and Concerns - Participants - Facilitators	Lyle
		Non-negotiable Rules * smoking * no dorm visitation * meal times * morning madness * respect for the environment - litter * drugs, sex, alcohol	
		Negotiable Rules * curfew * consequences	#1 Sue #2 Scottie
11:00	Informal socializing opportunity.	Free time Lights Out	
Monday 7:15 AM	A fun, crazy way to begin the day together.	Morning Madness	Lyle
7:30	To meet nutritional requirements necessary for maintenance of life.	Breakfast	
8:30	Provide program overview.	Overview of program * Summarize the program content * Program flow * Learning expectations * Bring books to all sessions	#1 Sue #2 Lyle
9:00	Provide leadership framework for the entire program.	Wholistic Leadership Triangle * Participants identify "traits, characteristics and attitudes" of a	Barb, Rick

agenda continued...

TIME	OBJECTIVE	ACTIVITY	INSTRUCTOR
		leader ... on flipchart • Present leadership content model.	
9:45	A visual aid to gain insights into self and an aid for explaining the concepts of disclosure and feedback.	Johari Window	Lyle
10:30		Break	
10:45	To learn and practice personal and interpersonal communication skills.	Communication • Active Listening • Paraphrasing • Behavior Desc.	#1 Ellen, Lyle #2 Scottie,Lyle
Noon		Lunch	
1:00 PM	To use a program activity to anchor learning in people and self-skills.	Activities A. Rock climbing B. Navigation C. Orienteering D. Canoeing	 Barb, Rick #1 Lyle #2 Scottie #1 Sue #1 Lyle Brad
	... learning orientations: Rock Climbing - self concept, self - esteem, desc. of feelings. Navigation - decision-making; task-maintenance. Orienteering - self-concept; decision-making. Canoeing - fun, recreation, program skill development.		
4:30	Relaxation, group bonding	Sauna	
5:00		Supper	

agenda continued...

TIME	OBJECTIVE	ACTIVITY	INSTRUCTOR
6:00	To develop skills in the art of personal reflection thinking.	Self Talk Review of my past leadership situations Journal	Rick Barb, Lyle
	To enable participants the opportunity to personalize their learning.		
6:30	To provide insights into the global acceptance of others. Experiential training into values awareness.	Bafa, Bafa	#1 Sue, Barb, Lyle #2 Barb, Lyle
8:00	Program participants present a skit on "their associations".	+ Associations skit planning	Association leaders
	To debrief the day, make program adjustments, commit to flow and process.	+ Facilitators daily debrief	Team
9:30	To enable participants to share their experiences, personalize their learning and learn from their peers and key group facilitators.	Key Group Debriefing Debriefing	Key Group facilitators
10:15	Enable participants to determine their personal goals for the program.	Personal Contracting	Rick
10:30		Free time Lights Out	
July 7 Monday 7:15 AM		Morning Madness	Rick
7:30		Breakfast	

agenda continued...

TIME	OBJECTIVE	ACTIVITY	INSTRUCTOR
8:30		Communication • Description of feelings • Perception Check	#1 Ellen, Lyle #2 Scottie, Lyle
9:30	Fun, group activity to energize participants.	Energizer	Barb
10:00	To provide learnings in the communication skills which promote effective group involvement.	Task - Maintenance	3 groups: • 2 youth #1 Lyle, Ellen #2 Lyle, Brad • 1 assoc. leader Rick
noon		Lunch	
1:00 PM		Activity	Team
4:30		Sauna	
5:00		Supper	
6:00		Self Talk • Review of my present leadership situation	Rick, Barb, Lyle
6:30	To promote an awareness of how we think.	A. 1. Vertical/Lateral Thinking	#1 Rick #2 Rick, Scottie
	To provide a conflict resolution model.	2. Pinch Theory	Lyle, Barb
	To promote an awareness and appreciation of our natural surroundings.	B. Environmental Awareness • Values	Brad
8:00		+ Association skits preparation + Facilitator debrief	Assoc. Leaders
8:30		Association skits presentations	Assoc. Leaders
10:00		Key Group Debrief Curfew	

agenda continued...

TIME	OBJECTIVE	ACTIVITY	INSTRUCTOR
Wednesday 7:15 AM		Morning Madness	#1 Sue #2 Scottie
7:30		Breakfast	
8:30		Town Hall	
9:00	To develop an understanding and appreciation of self. To develop an understanding and appreciation of others.	Bi/Polar	Rick
noon		Lunch	
1:00 PM		Activities	
4:30		Sauna	
5:00		Supper	
6:30		Self Talk * Journal - Review of my present leadership situation	
		A. Environmental Awareness	Brad
		B. 1. Vertical/Lateral Thinking	#1 Rick
		2. Pinch Theory	#2 Rick Scottie, Lyle, Barb
8:00	To enable assoc. leaders the opportunity to lead the program participants.	+ Association leader led session	Assoc. leaders
9:00		+ Facilitator Debrief Key Group Debrief	
10:00		Free time Curfew	

agenda continued...

TIME	OBJECTIVE	ACTIVITY	INSTRUCTOR
Thursday 7:15 AM		Morning Madness	Brad
7:30		Breakfast	
8:30 July Session	To provide participants with the theory and practice necessary to transform the program experience, to effectively action planning personal change.	JULY Eight Step Goal Achievement	Lyle
8:30 Aug. Session	To teach the process all groups go through in their formation and development.	Tuckman Group Dev. Model	Lyle
	To learn the basic needs all participants have when they join a group. A role play depicting inclusion and exclusion of group members.	Ins and Outs	Rick
	Enable program participants the opportunity to experience relaxation breathing techniques.	Relaxation/Breathing	Scottie Rick
	Fun and enjoyment.	A Blue Lake Outdoor Experience	Team
noon		Lunch	
1:00 PM		Activities	
4:40		Sauna	
5:00		Supper	
6:00		Self Talk	Rick, Barb, Lyle
6:30		Skit Practice - Key groups Theme: What Will I Tell People Back Home?	

agenda continued...

TIME	OBJECTIVE	ACTIVITY	INSTRUCTOR
8:30	Final evening social gathering. Begin closure of program.	Campfire	#1 Ellen #2 Scottie
Friday July 10 7:15		Morning Madness	Barb
7:30		Breakfast	
8:00	To initiate closure of the program. Prepare participants for the journey home.	Athabasca Tower "Lookout"	
		* Journey	Brad
		* Friendship	Rick
		* Magic of Leadership	Lyle
		* Emotion flows of highs and lows	
		* Going home	
10:30	Enable the association leaders to meet with their association, youth to assist in action planning.	Associations and their leaders meet * Discuss with the team	
11:00		Housekeeping * Pack up * Load vans * Clean rooms * Have rooms checked	Brad
noon		Lunch	
1:00 PM		Warm Fuzzies	#1 Sue #2 Rick
2:00		Departure	

Description of Each Seminar Agenda Session and Activity

In order that the reader will have an understanding of the seminar and what participants experienced, this section will provide the specific detailed information about the Blue Lake Centre Youth Leadership Seminar agenda sessions and activities. For each seminar agenda topic this section will: (1) name the indoor session or outdoor activity, (2) state the learning objective, (3) briefly describe the session or activity, (4) provide the rationale for the sequencing of the session or activity and where necessary elaborate on the learning objective, and (5) provide participant comments from the key group debriefings and from the personal interviews.

The key group debriefings were tape recorded during the seminar and provided a quasi-ethnographic account of what participants experienced or learned from the session or activity. The comments also provided substantiation, insights, and illumination of the learning objective, the description and the rationale for many of the seminar sessions and activities. Lastly, the key group debriefing comments added the richness of what the participants experienced during the seminar. The personal interviews were tape recorded approximately three months after the end of the leadership seminar. The personal interview comments provided a reflective look back at the leadership seminar and what participants experienced or learned from each session or activity. This section was not intended to be a true ethnographic account of the Blue Lake Centre Youth Leadership Seminar and, therefore, not all of the seminar agenda sessions will have key group debriefing comments or personal interview comments.

The seminar sessions for day one will be described, then day two, and so forth for all six days. Unless it was substantially different, if a session or activity happened more than once, it will only be described on the first day it took place.

DAY ONE

1. Name: Icebreaker

Objective: To get participants acquainted with each other.

Description: Icebreakers are fun activities which encourage maximum group interaction. There are hundreds of different icebreakers. The one used at the seminar was an autograph sheet. Each participant was to have a different participant signature for each of the twenty statements on the sheet.

Rationale: To start the seminar off with a whole community activity which would start group bonding. Also, to get participants talking with each other in a nonthreatening activity.

2. Name: Initiative Tasks

Objective: To enable key group formation to start to occur.

Description: Six initiative tasks were used. These were blindfolds, all aboard, blindfold soccer, the maze, monster, and the electric fence. Participants were divided into six equal groups. They were then rotated through six stations with each station having a different initiative task for the group to do. each initiative task was simple enough that the group could successfully complete it in four to six minutes. For example, in blindfolds the group first was blindfolded and then told they had to line up from the shortest person to the tallest person without talking. They were then separated by the facilitator and spread over a small area. The facilitator whispered the name of an animal in each participants' ear. Some of the animal names were mouse, owl, frog, cat, lion, sheep, wolf, cow and duck. Participants then made the sound of their animal. The group then had to again line up from smallest to largest. Only this time it was based on animal size. Lastly, still blindfolded and without talking, they had to line up in the order of their birthdays; day and month only, not year.

Rationale: The whole community was divided into small key groups at this time so this would not have to be done during the later expectations and concerns session. The initiative tasks started the small key groups bonding together as a unit because they would be meeting the next four evenings to debrief each day's sessions and activities. The initiative tasks also provided information to use in the first debriefing of "what things the key group did well to work together". Doing the initiative tasks and debriefing them first in the small key group made it easier for the group to do the expectations and concerns sessions, and for participants to self-disclose a little about oneself, to talk about their association, and to share any personal goals they hoped to achieve during the seminar. The initiative tasks were especially useful to have participants interact with each other and break interpersonal barriers because the initiative tasks forced participants to make physical contact with each other in order to do the initiative tasks.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #4 Group B

614-619 YL - . . . like you know how the clubs first met together and no one knows anybody else but those task things we did on Sunday. The first things we did?

F - The initiative tasks.

YL - Yah, those ones. I think those things are really great. They should do those things at the beginning just like we did here. Because you get more people trusting each other really fast.

Personal Interview #15

47-52 YL - Well, when our club first started out this year I started out with trust games. Like I thought when we came here we started out with trust games. Like before we even got to know anybody, it was trust games immediately. That's what I did and it was really great and I've continued with the trust games and we've added games to it.

Personal Interview #39

11-12 YL - I think the most thing I got out of it, Blue Lake, was uh, a lot of sport games. The games, the sports, it wasn't really who was going to win. It was everyone participating and everyone playing their own part but no one was ever put down.

3. Name: Key Group Debriefing Day #1

Objective: To set the seminar norm of personalizing the program content. To build trust and support. To promote "forming, storming and norming".

Description: The key group debriefings took place during the first four evenings of the seminar. A key group debriefing was an activity in which eight participants and one facilitator sat in a circle and discussed the day's happenings. The first key group debriefing focused on debriefing the initiative tasks, sharing a bit about oneself such as, where person was from, what a person liked to do, a little bit about their association, what they hoped to get out of the seminar, any concerns they had about the seminar, what time curfew should be, and establishing personal goals for the seminar.

Rationale: Because each key group successfully completed the initiative tasks, they would be able to verbalize the positive aspects of their small group working effectively together. This initial success would help them bond together as a group. It would also help to establish a positive seminar tone. The expectations and concerns discussion allowed participants the opportunity to say why they were at the seminar and also to express any concerns they had about the seminar. Personal contracting was also started this first evening. Individually, participants set two or three personal goals they wanted to accomplish during the seminar.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #1 Group A

86-106 F - . . . how did your group operate during some of the initiatives?

YL - Really well.

YL - Do you want us to think of three different ways?

YL - We all seemed to work as a team, come together and find each other and make sure there were seven of us and things from there when we were blindfolded.

YL - The ideas were all from the team.

YL - I thought we all worked really good together. Like the idea, everybody clapped and started clapping right away.

YL - And we usually had a plan of action before we went ahead and did it.

YL - Ya, it wasn't one person who had an idea and put it in action, it was everybody sharing their ideas in.

YL - And also anyone who didn't understand asked what are we doing too, so they weren't left out.

* * * * * * * * * * * * * *

711-712 YL - Like trust. Like when we were blindfolded we had to trust each other.

* * * * * * * * * * * * * *

719-720 YL - That's pretty good for the first night to already trust these people.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #1 Group A

152-157 F - Okay. What I would like to do next is I would like to go around and find out a little bit about us in terms of our association, where we are from, why we are involved in our association; those sort of things.

* * * * * * * * * * * * * *

197-210 YL - I am being sponsored by Girl Guides of Canada. I do a lot of volunteer work for the handicapped association, however, and mainly with swimming 'cause that's what I do best. I also volunteer for, I lead the Brownies. That's mainly what I got for experience in leadership.

F - Is there any particular thing you enjoy about being a leader in that association?

YL - Mainly the kids.

F - In what way?

YL - Just, I don't know, I get along with them all. Sometimes youth can relate to kids better than adults.

* * * * * * * * * * * * * *

274-283 YL - Well, I'm from the YMCA in . . . Uh, basically I'm doing a lot of leadership with preschool anywhere from about six months or younger to six years and I've worked down in the pool teaching the children that are six months and their parents swimming techniques, and what not. I've worked up in the gym and I basically help out wherever I'm needed and teach classes.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #2

11-21 YL - . . . that and uh, also that seminar allowed me to open up more you know. Especially with the debriefing at the end of the day when you're in your little group. It's kinda like you're, you're, you really got to be like a family now. I really enjoyed it.

F - How did Bi/Polar help you open up more or the debriefing help you open up more?

YL - With the debriefing, like every, like you go around to everyone asking questions about what happened during the day and what you all learnt and I just felt like, uh, I don't know. Just listening to other people and thinking to myself and what's all happened. I felt comfortable opening up.

Personal Interview #4

76-81 YL - Debriefings?

F - You know, where we sat around at the end of each day.

YL - Ya. Like usually before I went I'd sit in a group and I'd never talk but there, you know, you're surrounded by a whole bunch of friends, you know. You just kinda learn to open up and then you just can't stop after that. You just keep going.

Personal Interview #11

23-33 YL - I got the most I think out of key group debriefings, uh. I became so familiar with them I was able to set up a whole key group debriefing by myself in the group. The next day I was wiped because I put so much energy into it but I thought that was really, really neat that I could do that.

F - So it worked well for you?

YL - Yes. Very well. Some people were really impressed, myself included. There was a lot that went through with that. Just if you can set up something like that then you got to be pretty fluent in it. It helps out in other areas. It just all spiraled down off of that. Everything went good.

4. Name: Expectations and Concerns - Whole Community

Objective: Whole group forming, storming and norming.

Description: The expectations and concerns were presented by two youth participants from each key group to the whole community. This was the first of many opportunities where participants spoke in front of the whole community in a nonthreatening, safe environment. One facilitator then made connections between the common expectations and concerns. Each facilitator then shared with the whole community his or her personal expectations and concerns.

Rationale: Participants would gain a conscious awareness of why the other participants and the facilitators were at the seminar. This session also allowed the facilitators to address any participant expectations that could not be met because of the seminar. This session provided participants with a more accurate perception of the seminar. The self-disclosure by the facilitation team also began to set the norm for appropriate participant self-disclosure. Another norm set was responsibility for one's own learnings by asking questions, by being prepared for each session, and by getting enough sleep. One other norm was established. This was "no laughing, no smiling, and no fun." This "no fun" became a theme during the seminar as a way to lighten the atmosphere.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #1 Group A

556-568 F - There's a piece of paper with black felt pens. What I'd like you to do is put down, is on one of those sheets. First off I'd like you to think about your expectations in terms of you being here, like what you hope to learn here, what you hope to get out of this session and then next, um, some concerns that you have about being up here, uh, and share that in your group and discuss it, and put your expectations on one sheet and your concerns on another and we'll share that when we get back to the whole group.

* * * * * * * * * * * * * *

593-594 YL - I think everybody wonders if they are going to have fun or not, you know.

* * * * * * * * * * * * * *

603 YL - What exactly are we doing here?

* * * * * * * * * * * * * *

626-634 YL - Okay. Safety, fun, canoeing, what to do.

YL - How early do we have to get up?

YL - Ya!

YL - Sleep.

YL - Also, what are the other people going to be like? Are they what, like do they show the same interests sort of thing. . .

YL - What are the different associations like?

YL - Meeting people.

* * * * * * * * * * * * * *

658-661 YL - Develop leadership skills. Communication skills.

YL - We want to make friends. That's important.

YL - One thing I was thinking of was maybe learn some games.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #3 Group A

242-245 YL - We don't like that idea Liz.

YL - We're having fun here and we're not supposed to.

F - Oh yah! I'll get that out of the program right away.

* * * * * * * * * * * * * *

651-655 YL - No smiling, okay! The leaders (facilitators) stressed that.

YL - I've been noticing that too. Like when Ray made the announcement tonight I noticed he was smiling..

YL - There's two smiles.

5. Name: Rules

Objective: Whole group forming, storming and norming.

Description: One facilitator first presented the non-negotiable rules. These were smoking area, no dorm visitation, meal times, compulsory attendance at morning madness, no littering, and no drugs, alcohol, or sex. The rationale for each non-negotiable rule was also given. The main negotiable rule was then discussed. This was curfew. Each key group had determined a curfew time and consequences for breaking curfew. A spokesperson presented the time and consequences to the whole community. As a whole community participants decided there would be no curfew. They also decided to wait and see if no curfew was a problem before revising it or before providing consequences for inappropriate behavior. If there was no problem, then no consequences would have to be determined.

Rationale: For teenagers at camp curfew is always a major issue. The facilitation team discussed the curfew issue beforehand. As a team they decided to risk by letting the youth participants determine the curfew time. In the facilitation teams' discussion beforehand, it was decided the team would support whatever curfew time participants set, even if it was no curfew. The facilitation team believed that since these were leaders taking part in a leadership training seminar, then the facilitation team should role model trust of these young leaders. At various times throughout the seminar participants came to members of the facilitation team and commented on the no curfew, expressing amazement at not having one and also thanking the team for trusting them to be responsible. This session on curfew contributed to the start of empowering participants by allowing them to take responsibility for a major community seminar issue.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #1 Group A

745-750 F - You have to establish a curfew time. We don't establish what time the curfew is. And every other group is going to come up with a curfew time too, and then you guys are going to have to work it out as a group.

* * * * * * * * * * * * * *

788-824 YL - Midnight curfew.

YL - Eleven-thirty.

YL - We also have to think about how much sleep you want to get.

YL - How ready are you going to be for the next day?

YL - You don't want to be tired when you go canoeing.

YL - Sleep has a lot to do with your day. If you're wiped out, you know, it's too bad for you.

YL - You won't get everything out of it and you've paid a lot of money to go to this.

YL - Does the free time mean you can go into all different cabins. Like you go in and say hi.

F - No. Those are the non-negotiable rules that we'll talk about tonight. All we need is just the curfew. The others we'll talk about after.

YL - Okay.

YL - You could maybe have curfew or when you have to be back in your cabin.

YL - Ya. Maybe it could be when you have to be back in your cabin and each cabin decide when you want lights out and as to how.

YL - Or.

YL - Ya. Cause if people are talking you can always just zonk out yourself.

YL - I think it should be just when you have to be in your cabin.

YL - I think that everyone realizes they need their sleep. I don't think there should be a curfew.

YL - I think there should be respect for people in your cabin. A big respect for them.

YL - Also, I think, maybe with us knowing exactly what time the last activity ends I would say an hour after, or an hour and a half after the last activity ends.

YL - An hour and a half after the last activity ends you have to be in your cabin.

* * * * * * * * * * * * * *

855-858 YL - If it's later then eleven. Say how about we say curfew is an hour and a half after the last activity unless it's later than eleven and twelve o'clock is the deadline.

* * * * * * * * * * * * * *

875 YL - Now what do we do if someone breaks this?

* * * * * * * * * * * * * *

1032-1036 YL - I think we've decided there's no punishment. You're responsible for your own actions and we're all old enough to be and.

YL - I don't think anyone needs to be mothered right now.

Personal Interview Number 3

117-112 YL - Um. The leaders. I thought the leaders at Blue Lake, like you were more open than some of the other leaders I've met at other camps. They weren't as open and honest with us as you were.

F - What were some ways we were honest with you?

YL - Well with the curfew. It was just you let us pick our curfew. You let us do our things. Like at the other leadership camps they didn't trust us enough to do that.

---

6. Name: Free Time

Objective: Informal socializing opportunity.

Description: The main classroom building was designated as the area for socializing during free time. This area was about fifty feet away from the facilitators' cabin. Before the seminar started each facilitation team member was assigned one night to stay up late to socialize with any participants who stayed up late. One night this was until two o'clock a.m. As the novelty of no curfew wore off, participants went to their cabins earlier and earlier.

Rationale: Obviously there was a safety factor in assigning a facilitator to stay up late each evening. Another reason was so the facilitators could have personal, informal contact with participants. Participants also needed time to unwind and to informally socialize.

7. Name: Facilitation Team Debriefing

Objective: To be aware of what was happening in the seminar. To make any adjustments to the seminar programming. To allow facilitators to personalize their learnings similar to how participants did in the key group debriefings. To give and receive feedback to each other in order to improve as a facilitator. To ask for or to offer help; from or to another facilitator. To have the facilitators develop as a team.

Description: Each evening after supper the facilitation team met to debrief. This time was used to take care of any details for the evening or the next day. It also was time for the facilitators to learn. They would ask each other questions on why one person presented his or her session in a particular way, or what was happening with participants, etc. This was also the time in which the facilitation team was able to personalize their learnings and to go through the same process of group development that participants were going through. There was always coca-cola and potato chips on hand. It was also a time for laughter, joking and getting positive feedback from each other.

Rationale: To ensure team congruence and communication, a facilitation team debriefing was done each day. It enabled the team to have a big picture understanding of the whole seminar through facilitator discussion and sharing.

DAY TWO

8. Name: Morning Madness

Objective: A fun, crazy way to begin the day together.

Description: Each facilitation team member was responsible for leading one morning madness. Some morning madnesses included doing a cooperative task called cookie machine where a line of participants with joined arms bounced participants along while participants laid on their back or stomach and shouted the name of their favorite cookie; dancing and listening to Bruce Springsteen sing "Born in the U.S.A."; and taking a short run to one of the lakes, then picking a spot along the shore to listen to a facilitator read an inspirational thought for the day while watching the mist on the lake.

Rationale: It was important to start the day as a whole community. Morning madnesses also provided opportunities for group interaction. When breakfast time came no participant would be sitting alone. Participants would form into small groups for breakfast. It also ensured that participants would not sleep in and miss breakfast. The physical rigors of the seminar required participants to eat the nutritionally balanced meals provided by the Blue Lake Centre.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #3 Group A

371-382 YL - Like, uh, our school has a lot of cliques. You have to be this or this and everybody categorizes each other and I was kinda half expecting that here, because that's what I'm so used to and I found at the first meal I went and sat down with somebody just because I didn't want to be left alone sort of thing and I was wondering if I was invading on their privacy or whatever, like they were like offended because I just walked up and sat down. So the next meal I kinda sat alone and everyone sat with me . . .

Personal Interview #3

129-132 F - So there's a difference in terms of the whole community.

YL - Ya. We had morning madness but I think your morning madnesses were fun. These ones we just waited for everyone to get there and then we went up to breakfast.

9. Name: Program Overview

Objective: Provided program overview.

Description: Workbooks were distributed to participants. The facilitator then went over the goals and objectives of the seminar. Next the facilitator briefly summarized the program content, explaining generally what the sessions and activities were about. Then the six-day flow was briefly discussed. Learning expectations were again reviewed and clarified. One question was asked about compulsory involvement in all activities. The response from the facilitator was, "no one is forced to do anything he or she did not wish to do, however, the hope was participants would risk a bit and challenge oneself."

Rationale: Seminar goals were done this first morning because some participants may not have arrived the evening before. If a participant missed the first evening he or she would have missed some of the getting acquainted process but he or she would not have missed any of the formal content of the seminar.

10. Name: Wholistic Leadership Triangle (Benson)

Objective: To provide the leadership framework for the entire program.

Description: The facilitator divided participants into groups of five or six. Each group was given flip chart paper and felt pens. Participants were instructed to draw a picture of their ideal leader, identifying traits, characteristics, attitudes, qualities, etc. Each small group then presented their picture to the whole group. As an example, one picture had "big ears" drawn on it because a leader needed to listen, another had a "heart" because a leader needed to care about people, and another had a "brain" because a leader needed to be constantly thinking. The Wholistic Leadership Triangle was then presented on program (work) skills, people skills and self skills and how a leader had to have an appropriate blend of the skills to be most effective. Also discussed was the idea that the most important concept to know about leadership was your own concept of leadership. This was because how you acted as a leader was based on your concept of leadership. It was also emphasized that the different associations had different definitions and concepts about leadership and this was alright. It was also stressed that the purpose of the seminar was to add to and enhance what each association already did in leadership training. Participants were encouraged to take from the seminar only those things they found useful and to leave the rest.

Rationale: It was important to honor the different associations and to encourage and support the efforts each association was already doing in leadership training. It was also important to reassure participants that what they previously had learned about leadership was good. Lastly, it was necessary to let participants know that some things they learned in the seminar would be useful to them and other things may not be relevant. All of the above helped the facilitation team to apply Principle #1 of the model and "start where participants were at."

11. Name: Johari Window (Luft and Ingham)

Objective: A visual aid to gain insights into self and an aid for explaining the concepts of disclosure and feedback.

Description: In a lecture format the facilitator presented the four areas of the Johari Window. These were public self, blind self, private self, and unknown self. The facilitator also talked about group and self. How a person could appropriately self-disclose information about oneself to the group and how a person could receive information from the group about oneself.

Rationale: The Johari Window was placed here because in the sessions after the break participants would be disclosing information about themselves. Self-disclosure also helped participants to give and receive feedback with each other.

Participant Comments:

F - facilitator   YL - youth leader

Line Numbers

Key Group Debriefing Day #2 Group B

60-65 YL - But actually I think the one point that actually stuck out was when they were talking about the Johari Window because it sort of, you can tell which one you fit in and how you can change yourself ....

Personal Interview #1

41-51 F - I'm going to go back to some of the skills, okay! The second question then is which skills, sessions, or ideas from the leadership seminar have you used the most as a leader in your association?

YL - Well actually I can't pronounce it. The Johari Window when you ask people for feedback. You ask them, "Well what do you think?" or, "Can you hear me?" and things like this. Then you know you have an idea of what they're seeing so you can learn how to, if you, if something's not right you learn how to change it and you can increase your, well improve your skills through that.

Personal Interview #11

58-62 YL - . . . Oh! That Johari Window. I love that too cause I still feel I have the same, well maybe not quite the same square as I did before but I thought, like I've never thought that you had all these different parts, eh. Your open part and the part people don't see and things like that.

261-164 YL - Ya and it also pointed out what, the blind spots in yourself and that helps a lot with leadership because you know what you're doing there is good and what you're doing that isn't so good and maybe you should change.

12. Name: Active Listening

Objective: To learn and practice personal and interpersonal communication skills.

Description: Using posters, the facilitator gave a definition of active listening, then introduced an acronym for remembering active listening. This was fibre. After this a demonstration was given. Participants were then divided into triads. Person A was assigned a topic to speak about for one minute, person B was to use fibre to active listen, and person C was to give person B feedback on the specific parts of fibre person B used. When this exercise was completed and feedback given, participants switched and repeated the exercise until all participants had been in all three roles. Some of the discussion topics were: (1) my favorite movie is . . . because . . . , (2) if I could vacation anywhere in the world I would visit . . . because . . . , and (3) quality communication is important because . . . .

Rationale: Active listening was one of the first skills taught because the facilitation team believed leaders needed to be excellent listeners. The A-B-C triad design allowed for self-disclosure about non-threatening topics. If the facilitator had told participants they were to talk about themselves, this could have been threatening. Telling participants they were going to learn how to listen was not threatening. Listening and sharing also helped with the bonding of the whole community.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #2 Group A

349-352 YL - With the fibre stuff I really found I was sure I could apply it to school and make it much more effective for my learning.

* * * * * * * * * * * * * *

375-379 YL - Okay, there's fibre and this year in my English class we were taught a different one that was more, you had to memorize it. It wasn't easy like the fibre because you can think of the things because they give you the first word for each sentence.

Personal Interview #9

29-38 YL - Uh, probably communication and then also the active listening, cause with the people I lead it's like little girls and they really need somebody to listen to all their stories they got and stuff. Sure they may seem trivial and stuff but it's important to listen to them. So the active listening came in a big part and uh, also probably people relations, like saying how to get my ideas across has helped me a great deal and one thing I learnt here is how to say it is more important then what you say, you know. So I learnt how to communicate, which is really important.

Personal Interview #10

3-10 YL - I think Blue Lake really helped me a lot cause when I went back to Yo-Wo-Ch-As to work the summer I remembered like a lot of it. I did a lot of active listening cause I had a lot of kids that were kinda having family problems and they needed someone to talk to. So I found the active listening and the paraphrasing really worked and like it just helped a lot in that way. Like even going back to school now it helped a lot because you're talking and you're repeating and people are going, "That's neat."

Personal Interview #22

29-34 YL - Well, my active listening has improved alot and I didn't really, I could always listen but didn't take the information in and maybe give feedback, and now I can sit down and listen to a person and not interrupt them. I used to interrupt them a lot and now I've stopped doing that and taking the time to listen to them and letting them have what they want.

Personal Interview #34

27-30 YL - Probably effective listening cause I've had a few cadets actually with problems and what they really need is someone to listen to. Somebody that can listen to them. But they don't need somebody that is trying to give advice.

Personal Interview #37

20-25 YL - Well I used a lot of communication skills. I worked for the mentally handicapped when I went back and you have to do a lot of active listening cause a lot of times they don't speak clearly and stuff and they really like it if you pay attention kinda thing. It's kinda neat to see how excited they get.

13. Name: Paraphrasing

Objective: To learn and practice personal and interpersonal communication skills.

Description: Using posters, the facilitator gave a definition of paraphrasing and then, with the help of a second facilitator, did a short paraphrasing demonstration. Participants were then asked to form pairs with someone they had very little contact. Person A was to talk and person B was to paraphrase. When person A thought person B truly understood what they meant person A said, "Bingo!" When bingo was said the pairs switched roles and repeated the exercise. Some of the topics for discussion were (1) the drinking age should be lowered or raised, (2) marijuana should be legalized; yes or no and why, and (3) leadership is important because . . . .

Rationale: Fibre was taught so participants learned how to listen. Paraphrasing was taught to ensure understanding took place. In order to effectively paraphrase, participants had to effectively listen. Therefore, this sequence was a progression from listening to understanding. The reason the triads from listening were split up into new pairs was to continue having participants become acquainted with each other. This morning was still considered part of the group-forming stage. Teaching active listening in triads and paraphrasing dyads greatly helped group development.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #17

31-37 YL - Um, probably communication with expressing my ideas and I do a lot more active listening when somebody's talking to me. I don't really think about it. I just try to look at them and, um, in a way I sort of, I don't always do this but I kinda paraphrase in my mind what they're saying and I'm not sure if I did that before. I probably did a little bit but I think I get, um, the point of what they're saying more clearly now.

Personal Interview #20

12-15 YL - No. No. Like at school I pick up, like if some people are arguing I go, "Well is this what you are saying?" and then say it.

F - You're paraphrasing.

YL - Ya, paraphrasing and I catch on to it. "Yes I did it!"

Personal Interview #25

25-30 YL - Okay. When I'm relating on a one-to-one basis with someone and they say something that kinda, it doesn't settle right with me, I'll say something like, uh, "I understand what you're saying" and this is it. Like paraphrase sort of, "But perhaps you could listen to what I have to say and that's this," instead of well just saying, "No. It's my way."

14. Name: Behavior Description

Objective: To learn and practice personal and interpersonal communication skills.

Description: First the facilitator did a skit in front of all the participants. Then the facilitator asked participants what they saw and heard the facilitator doing, how the facilitator was communicating, and what they thought the facilitator was communicating. Next, posters with the definition and the steps of how to do a behavior description were put up and read out loud by the facilitator. After this the facilitator asked for volunteers to come up and role play skits. These were analyzed using the same process the facilitator used on himself.

Rationale: A skill needed by leaders is to describe people's behavior in order to make accurate inferences and to prevent making assumptions. This was the purpose of learning to do behavior descriptions. It taught participants how to better use their sight and hearing. The communication skills were excellent skills for participants to use in the debriefings, other indoor sessions and outdoor activities. In the debriefings sharing became easier because participants listened to hear and understand each other. This helped the speaker feel cared about.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #3

393-399 YL - For the first couple of days you kinda, well I did anyways. I know it's just me but I find it hard to make, to open myself up to people and let them open up to me. Cause I'm like, how am I supposed to be with this person? The communication skills we did and stuff. That really helped me.

Personal Interview #38

21-24 YL - The behavior descriptions. Those were really good. Like getting the idea of what other people are thinking. Like what we did today. What you think the person is thinking is not always right you know and that helped a lot.

15. Name: Rock Climbing Activity

Objective: To use a program activity to anchor learning in people and self skills. To develop self-concept, increase self-esteem and to practice describing feelings.

Description: To ensure proper safety standards two facilitators did the rock climbing. First a briefing was done to learn safety and to go over the progression of the activity. The progression was one of learning how to put on a harness, how to tie the safety tope into the harness, learning the climbing signals, learning a few climbing principles and finally climbing. Every step in the progression had a check to ensure safety. For example, a safety check to ensure the tope tie-in was done properly and another safety check when first climbing by simulating a fall three feet off the ground. The rock face had four routes or ways to climb up to the tops. The routes went from very easy to very difficult. Each participant could choose a route based on his or her skill level and comfort level. The very easy route was a fifteen foot scramble. However, for a participant afraid of heights this route could be difficult. If a participant only climbed this route once it was okay. The most difficult route, milkshake, had a two-foot overhang. This route challenged those participants who had previous climbing experience. The activity was debriefed focusing on feelings while climbing and on the ability to risk and challenge oneself and not on the success or failure of getting to the top.

Rationale: Climbing was chosen as an activity because very few participants had experienced it before, therefore, it would be a totally new experience for most of them. Because of the different routes it was a challenge all participants could do and succeed at, thereby building participants' self-esteem. Also, it was one of the most emotional activities.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #2 Group A

11-18 YL - It was a good day, um. Rock climbing was really challenging; really challenging. And I thought it was challenging for me, um, especially the "milkshake" when I couldn't get over it. It was kinda of neat. Well it was like but it was also. I thought I was good at it but it proved to me I wasn't as good.

* * * * * * * * * * * * * *

124-145 YL - Rock climbing! That was the best! Uh, I couldn't get the smile off my face for like five hours. Whenever I think about it I just smile. Well what I liked about it was if you couldn't find one way of doing it you could turn and go the other way. But sometimes your left foot would be in the right foot's way sort of thing. And when I was climbing up that one, milkshake one, and trying to get over the . . . .

YL - The ledge.

YL - What?

YL - Ledge.

YL - Ya. The ledge, uh, uh. It was just hard. Like I was just half way there. My arms were dying and I was thinking, "I'm not going to do it. I might as well go down." But then I said, "I'm half way here and it's going to take me just as much energy to go down as to go up so I finished it." Ah! It was so good. It was just great.

* * * * * * * * * * * * * *

151-155 YL - Can I ask a question about it? The rock climbing? Is there different levels cause I don't think I can go because of my arm. Is there like different ones you can go on?

YL - There's easier ones and there's harder ones.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #3 Group A

95-115 YL - Okay. I went rock climbing and that was, it was just super! It was nothing I'd ever done before and I kinda like that when you come to the camp. or whatever and you do stuff you've never done before, and it was really a challenge for me. This one climb because, um, I had, I had gotten up so far and I sorta had the feeling that I knew I was going to fall. I knew I was going to fall and then I fell. I fell quite a ways. So then I decided, I went back down, and I decided to do it a different way and then I got part way up, and I thought, "I can't do this anymore. I know I can't do it anymore." And everybody, like all the people that were standing there watching me were saying, "You can do it! Keep going!" And they really supported me and I made it and it was a really great feeling to make it up that . . . .

Personal Interview #1

65-69 YL - Actually the mounting climbing. It's one that really stands out. If it wasn't for that I wouldn't have the guts to do a lot of things cause it was spooky being up there.

F - Uh huh.

YL - You had to learn to sort of conquer your fears and go for it.

Personal Interview #2

131-144 YL - Like I said before, the way the program is run is really good and also you know, rock climbing and that is another experience there. Like I'm afraid of heights, eh! Not really tremendously, but I am, eh!

F - Just a healthy fear.

YL - Yah and I get up there and geezz. I thought, "Okay, this ain't bad. To fall off that rock ain't bad but there's that long roll all the way down." I did more that day than I thought I would. It was a lot of fun. That rock climbing kinda interacts with the seminar really good, you know, but how do you put it, to, like, it's take a risk, ya.

F - So it helps you to take a risk and to challenge your limits beyond the limits you thought you could go.

YL - Ya.

Personal Interview #8

57-61 YL - The rock climbing was a great idea. It really, I think it did a lot for the other people, in it challenged them. Some people came back from that with just the biggest high because they'd had a fear of heights or something so that was really good.

Personal Interview #19

31-34 YL - A lot. Yah. Especially rock climbing. I just think back now about it and say to myself, "Well I didn't think I could do it before and I just did it." So it gives me something to push for now because I know I can accomplish something.

Personal Interview #32

152-156 YL - Like the mountain climbing when I was here I thought, "There's no way I'm ever going to like this. I'm scared of heights," you know. I started climbing and I just thought it was great. I forgot about my fear of heights and everything, you know.

Personal Interview #38

24-28 YL - Um, actually the rock climbing was kinda different because, I don't know. You sort of have to trust the person at the top. I have real problems trusting people and uh, I didn't have much of a choice. But actually that helped. I'm a lot more trusting. A lot.

---

16. Name: Navigation Activity

Objective: To use a program activity to anchor learning in people and self skills. To practice task/maintenance functions and decision making.

Description: In the navigation activity participants used a topographic map to hike around a lake. At the start of the exercise participants were given a sheet of paper with a list of task functions on it. Each participant individually chose one task function to practice while finding their way from point A to point B as a group. At point B the debriefing questions focused on things the group did well and changes they would make to improve group functioning. A second question asked participants which task function each person used and what it was like to use it. Next, participants selected a maintenance function from the second sheet they were given. They were to practice the maintenance function over the last half of the navigation activity. Lastly, participants were asked to try to do their exact opposite behavior. If a participant was always out front leading a group they should try to become a follower by going to the back of the group. Likewise, if a participant was at the back of the group, they should now take the map and start leading the group. The group was then told their challenge was to start at point B and find their way to point C without following any route they had previously been on. At point C the navigation activity was debriefed, focusing on the maintenance function practiced and what it was like to use the skill. The debriefing also focused on what it was like to do behaviors that were your exact opposite to your preferred style and how difficult it was to change. A last question was asked about insights gained from observing oneself and others trying to change. During the route-finding part of this navigation activity the facilitator was strictly an observer.

Rationale: The reason participants were asked to practice only one task and maintenance function at a time was because of the difficulty being involved in trying to find one's way through the forest, coupled with the dynamics of group interaction. Because participants could get lost, practicing, the skill was the first thing participants would forget to do. It would have been very difficult for participants to practice three or four functions at a time; practicing two would even have been difficult. During the activity debriefing some participants commented they naturally did some of the functions. The activity debriefing also highlighted the fact that some participants practiced the same functions, therefore, other functions were not being done. This led to participants' insight that as a leader they had to recognize which functions the group was doing and not doing. As a leader, they then could do the functions the group did not do. Another insight gained was that you could not totally change your behavior forever from who you were as a person. What was better was to flex and change a little for a short time, change back to your natural way of being, and then flex again. Lastly, the navigation activity was an opportunity to practice new behaviors in a safe and supportive environment.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #2 Group B

122 YL - Then I went to navigation. It was fun. I got soaked feet and got to go through marshes but I enjoyed it.

F - How did you guys work as a group?

YL - We worked really good as a group.

YL - You decided to go through the swamps together?

YL - No, we had to choose. We got a sheet of paper and we had to see two points (task/maintenance functions) we could work on and I noticed that we had two places we had to go to. The second time I saw people switching positions of how they were acting and sort of what they were trying to be like on the sheet of paper.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #4 Group B

589-595 YL - . . . and also just working on these different functions. Like in navigation I was working on trying, like doing the functions you're not as good at. Just being aware of the different roles you can play in the group and what roles are necessary to make a group.

Personal Interview #16

126-133 YL - I think that walk (navigation) was the highlight of the whole trip. I really needed some time to myself and that was nice cause if you wanted to talk you could just step in and follow someone, if not, take off by yourself and wander where ever, and that was really nice cause I didn't know if we were going to keep going on or do this or do that, which is kinda nice because everyone was just at ease. That was super. It was really good. I like that the best.

17. Name: Orienteering Activity

Objective: To use a program activity to anchor learning in people and self skills. To increase self-concept and decision making.

Description: The facilitator began teaching orienteering in the classroom. First participants were taught how to look down on the world by pretending to take the roof off the classroom. They then drew a picture of what the classroom would look like if they were above it, looking down. Participants then used their pictures as maps and found makers stuck to the furniture. Then they used a map of the centre buildings and orienteered around from building to building. Next, participants were given orienteering maps and taught what the symbols of lines, colors and drawings meant. Finally, participants got to run through two orienteering courses. The orienteering activity was debriefed focusing on what participants did correctly, what mistakes they made, and how they liked or did not like doing the orienteering.

Rationale: All of the other outdoor activities required group or partner interaction. Orienteering was a solo activity. One challenge was to beat the clock and do one's personal best. This activity allowed participants to be on their own, reaping the rewards of making correct decisions or getting frustrated if they made wrong decisions. Because of the skill required to orienteer and because of the safety factor of getting lost, the option was given to participants to go in pairs if they were unsure about reading the map. Therefore, orienteering was an individual personal challenge of racing through the woods or it was a chance to take a peaceful stroll through the forest either by yourself or with a partner.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #3 Group A

68-89 YL - I went orienteering. I had a lot of fun. I got lost when I turned down the wrong way. It took me a few minutes to find out where the hell I was, and then I made it back in pretty good time. And we had to do a second run and that was a lot of fun because, uh, I met up with - - - - - and we left, uh, third and fourth last, like really close to the end and we just went running through all the marsh and lakes and what not and got really wet, and we followed all these little paths that nobody else could really find, and we found the last one, and you were crashing around in the bush trying to find it. They were crashing around trying to find it and we ducked out of their way so they wouldn't see us, and we ended up running into the pole that we're trying to find so we wrote it down really quickly and raced back. So we ended up back first and that was really kind of nice . . . .

---

18. Name: Canoeing Activity

Objective: To use a program activity to anchor learning in people and self skills.

Description: The facilitator taught basic canoe strokes and safety. Then the facilitator took the participants down a small, winding creek that had high reeds and many small beaver dams.

Rationale: Canoeing required cooperation between the partners in order to steer the canoe. Therefore, the listening and paraphrasing skills had to be used for maneuvering the canoe or it would hit the creek bank. It also required that the partners agree on whether they wanted to race or paddle at a leisurely pace. Canoeing was also chosen as an activity because of the fun things that could be done after the paddle. This included standing on the gunnels, tipping canoes and splashing others. Participants could really play and have fun.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #3 Group A

118-127 YL - Me, I went canoeing and Oh! Oh! I went through the weeds and it was cool. We went through, over these beaver dams. I was walking on this beaver dam and I suddenly stepped in this stuff. It was like shallow, only touching up to my thigh in mud and it was really gross. And up we went. The water is amazing. It is so cool. It's, you can see to the bottom and it's clear . . . .

* * * * * * * * * * * * * *

178-183 YL - I had fun canoeing.

YL - Except that — was a real brat. Him and his canoeing partner kept on trying to pass me and ----. They kept on trying to push ahead in the weed part.

* * * * * * * * * * * * * *

198-200 YL - It's fun. It's great fun.

YL - You can go as slow or as fast as you want. That's what we were doing.

* * * * * * * * * * * * * *

216-227 YL - Gunnel tipping is when you stand on the bow and jump up and down.

YL - We did that without falling out.

YL - What is that for?

YL - You can move with it.

YL - You can get right back into shore without paddling.

YL - We tried that thing slapping the water with your paddle so we had one on each side and then we tried to do it both people on the same wide and we went, wow, right over.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #1

73-77 YL - Actually canoeing too. You had to keep going.

F - Uh huh.

YL - You couldn't give up. You had to keep pushing yourself.

F - Uh huh.

YL - You were in pain but you had to keep going.

---

19. Name: Sauna

Objective: Relaxation and group bonding.

Description: Self explanatory.

Rationale: If an activity finished early, usually the navigation and orienteering did, participants could enjoy the sauna. It was a novelty for most participants. As well, it was a time for the facilitator to have informal personal contact with participants. There were separate male and female saunas.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #2 Group A

101-106 YL - We finished the orienteering early. We went right through it and had lots of spare time after that. Had a sauna and talked to two university teachers about going to university next year.

* * * * * * * * * * * * * *

157-159 YL - . . . and then when we got back (from navigation) we had lots of time, and I had a long sauna with two adult leaders.

20. Name: Self Talk

Objective: To develop skills in personal reflective thinking.

Description: The facilitator prepared participants that the purpose of self talk was a time set aside each day to enable each participant to reflect on and review the day's events and to personalize the day's learnings. Questions were assigned each day to enhance participant's reflections of the day and how the morning sessions and afternoon activities related to leadership. The Treatment Group was asked to review past, present and future leadership situations. The Control Group was allowed to make free-associations and were not assigned other reflection questions. A half hour was given for self talk with one criteria that you had to be alone by yourself. You could not be with another participant talking. Journals were given to participants to enable them to record their thoughts, to write poetry, to draw, to doodle, or to do whatever they liked.

Rationale: The purpose of self talk was to allow participants to reflect on what the day's experience meant to them. By having thought about and reflected on their experiences, participants would be better able to share and discuss in the key group debriefing that took place later on in the evening. One important thing participants learned at the seminar was that there were many different types of people. Some people, when asked questions, need to think before responding. Other people are able to respond quickly. Self talk was time for the "thinkers" to think about the day and so were prepared for the key group debriefing. Another reason for doing self talk was to let participants be alone by themselves for awhile. Because the seminar was intense and long, the facilitation team believed participants needed time by themselves in order to have a break from all the group interaction.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #4 Group B

28-31 YL - . . . myself time was pretty good too because I had a chance to think over the whole day and sort of pull everything together.

* * * * * * * * * * * * * *

69-74 YL - I like the self talk. It was pretty good. I sat there and caught all the rays from the sky and watched — chase her flies away and, uh, the lake. I just liked looking at the scenery because I just like going outside.

* * * * * * * * * * * * * *

202-207 F - Were there any insights created about yourself? About your self during self talk?

YL - Well, uh, like on the, I just thought that, um, how all this does tie to leadership. And, uh, thinking, "How could people come up with all these ideas?"

* * * * * * * * * * * * * *

218-230 YL - It just gave you time to be alone to do what you want to do. If you write poetry or if you write whatever. Cause you're in the scenery to write poetry and all that stuff, like if you do nature poetry, whatever, just what you're feeling. That's what I thought.

YL - Yah! And also in a group. You're in the group all the time. You're sleeping with them. Eating with them. Being with them all the time. You need to get away by yourself. Everybody, even if they don't realize it, they are not by themselves quite a bit during the day and you need to do that.

Personal Interview #11

63-72 F - That's great them. Were there any other ideas, things you've been using?

YL - Um, well I try to encourage at our camp sites a half hour of just self talk. Like I think it should be really important to have time by yourself. I guess it's hard for some people, I know. I'm an only child and I was brought up by myself so I'm used to spending all this time by myself but other people I know it's hard getting them used to it. Just like for fifteen minutes or something every day on a camping trip. I think that's a really good idea so they know what they're feeling.

Personal Interview #29

44-66 YL - And that self talk, I kinda like doing that now.

F - You still do that?

YL - I go off to my own little favorite spot.

---

21. Name: Ba-Fa Ba-Fa

Objective: To provide insights into the global acceptance of others. Experiential training in values.

Description: Ba-Fa Ba-Fa was a simulation game designed to provide awareness of another culture's values. It was about two cultures. The alpha culture were highly competitive traders who prized wealth. The betas were a patriarchal cooperative culture in which sons were prized. This simulation game was directed by three facilitators. The participants were divided into two groups. One group was alphas. The other group was betas. Each group was explained the values of their culture. The alphas could not speak English and had to learn a new language. This provided part of the experience of simulating the dealing with the language barrier of a different culture. Small groups were allowed to travel to the other culture. When they returned they explained to their own culture what they saw and experienced. The game lasted for about two hours. The game was then debriefed as a whole community with each culture explaining its values and its behaviors to the other culture. It was debriefed further to the relationships of the seminar, back home, school and to the world.

Rationale: This was an excellent game to help participants start to accept people who were different from themselves. It was done on this day to help with the awareness and acceptance phases of change.

Participant Comments:

F - facilitator　　YL - youth leader

Line Numbers

Key Group Debriefing Day #2 Group A

49-57　YL - Ba-Fa Ba-Fa was frustrating when you had to go into the other culture. I just walked away from a few people but, um, it was actually when you sat down and examined all the things it was neat to see how they all tied into leadership because on the surface they don't really look like they would but they do underneath sort of thing.

* * * * * * * * * * * * * *

688-734　YL - When two opposite societies would meet. Like you know. If I don't know. You take an example some little country somewhere in South America and bring them to Canada or New York or something, and put them there, you know. They would feel the exact same thing, they wouldn't know what to do.

YL - Then they would get kicked out of the country for nothing.

YL - Yah!

YL - Or like people that were promised they would be allowed in Canada and they were allowed just to drift ashore. How they felt, they didn't know how to speak the language. They just know they paid money and were promised to go to this great wonderful land.

YL - And if you apply the same feelings you felt. If you think of them, the feelings you felt, the alienation when you went to another country, to the other culture and you can think of it, how world-wide it can be applied. (What) the people in real life must be feeling and how the system works.

YL - It's not only between different (countries) and everything. Sometimes even if they're all Catholics or whatever they're still with somebody who's not alike.

YL - Belonging.

YL - Yah! And he feels like an outsider. Like everybody else did when they went upstairs and downstairs.

YL - Can have the same things between the different groups here.

YL - That's just what I was going to say. Associations I was just thinking, like just think of. Like a little kid, this is my association, coming into the gym first time. And we're talking about like doing a kip on the bars and all this stuff. Like that's sort of like a different language to them. You have to sort of take it in perspective.

YL - Ballet especially.

YL - The different associations. Even you guys. Like I don't really understand like the things you do. You talked about how there's a whole bunch of different things. Like how they would feel not knowing anything.

Personal Interview #4

28-34 YL - Uh. I can't remember the name, but one group upstairs and the other group downstairs. Well I guess, I kinda, that helps me to think like other people so I can lower myself down to a child's age, you know, and think like they do, cause I can go to school and be me in grade ten and the next day I can go and be a four-year-old.

Personal Interview #11

173-181 YL - Ya. The Blue Lake seminar was a real cross-section of individuals from different organizations and groups that are doing the same thing and it's all brought together. You don't quite get that with Junior Forest Wardens, or school or anything. They tend to form their own little groups and it's hard to get into such a different array and it made it easier to try to do that once you get back. Say at school or anywhere. It made it a lot easier. It was also a neat thing to be able to do that.

---

22. Name: Association Skit Planning

Objective: To allow participants to present a skit that would provide the whole community with a greater insight and understanding about what their association did.

Description: Participants were placed in their association group and given one-and-one-half hours to develop a skit.

Rationale: The activity fulfilled the seminar objective of increasing the awareness about the different provincial youth associations. It also honored each association. As well, it brought together members of each association and allowed them to "show off" some of their skills and abilities.

23. Name: Key Group debriefing Day #2

Objective: To enable participants to share their experiences, personalize their learnings, and to learn from their peers and the key group facilitators.

Description: The questions for this debriefing were:

1. A short description of how the day went for you?
2. Did anything special happen during self talk?
3. Does anyone need any guidance with self talk?
4. How did you feel about your role in Ba-Fa Ba-Fa?
5. Any concerns at this point?

Rationale: The first question provided a summary or recap of the day. By focusing on the word "special" in the second question, the hope was participants would share some personal insights. Also, notice that it was an open ended question. The fourth question dealt with an activity that had already been debriefed. Because of the insights that could happen, this question addressed the feelings during Ba-Fa Ba-Fa. The last question was a check to allow participants to bring up individual issues or community issues. This was part of Tuckman's "Storming" phase.

DAY THREE

24. Name: Description of Feelings

Objective: To learn and practice personal and interpersonal communication skills.

Description: The facilitator began by providing a definition and example of how to describe feelings. Next, the facilitator did two examples. Participants were then divided into pairs. Person A was instructed to describe how they were feeling and person B was to paraphrase back to person A what they heard person A was feeling. A and B them switched roles and the exercise was repeated. The exercise was again repeated with participants using a different way to describe their feelings. Next, the range of emotional expression was explained. This said that people expressed their feelings at different levels and to be aware of your range of expression of feelings and also to be aware of the range of expression of feelings of other people. The facilitator then gave personal examples. At this time the norm of appropriate self-disclosure was also reinforced.

Rationale: The emotional intensity of the seminar required that feelings be addressed. Especially that people express their feelings differently and that the seminar norm was appropriate self-disclosure.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #28

06 YL - . . . and I can tell my friends my feelings.

25. Name: Perception Check

Objective: To learn and practice personal and interpersonal communication skills.

Description: The facilitator again followed the format of lecturette and demonstration. Participants were divided into pairs. Person A was instructed to exaggerate an emotion and person B was to do a perception check. A and B them switched and repeated the exercise. The whole exercise was then repeated three times.

Rationale: Perception check is the communication skill which uses all of the other communication skills. It uses active listening, paraphrasing, behavior description and description of feelings. This is why the communication skills were taught in this order, to progressively build upon the communication skill previously taught.

26. Name: Energizer

Objective: A fun group activity to energize participants.

Description: This was the name given to the five-minute activities which got participants moving and their blood flowing. Some energizers used throughout the seminar were tag games, line games, juggling, brain teasers, etc.

Rationale: They were also used as a transition between seminar topics. The transition this morning was between communication skills and group relations skills.

Participant Comments:

F - facilitator

YL - youth leader

Line Numbers

Key Group Debriefing Day #3

565-570 YL - The one thing I liked was when everyone was tired you made them go for a walk. Most other places they just make you sit there. The first things we did?

YL - Teachers.

YL - And fall asleep and everything. Go for a walk, Ya!

Personal Interview #11

88-92 YL - Some games too, the games that we learnt there.

YL - We used the wide games where you piggy back and go over the head. You have one person stand there and then the other person go right around them. We tried that but we got mixed up.

27. Name: Task / Maintenance Functions

Objective: To provide learnings in the communication skills which would promote effective group involvement.

Description: Participants were divided into three groups. One facilitator took each group and explained the task/maintenance functions to the group. This small group was then split into half again. Next, this group read scenarios about being in the outdoors. Each scenario had four options to choose from. As a small group they had to choose one of the options. The group also had to practice using the task/maintenance functions during the selection of the option. They were also being videod. The other half of the small group was divided into pairs and instructed to observe two people from the small group while the small group interacted. Any time these two people used a task or a maintenance function, the observers recorded it. The observers did not give feedback to the two people they watched. When the first group finished, the exercise was repeated with the second small group. When the second small group was finished the video was replayed with the facilitator debriefing the activity focusing on the use of the task and maintenance functions.

Rationale: This was an opportunity for some participants to review task/maintenance functions used in the outdoor navigation. It was also an opportunity for others to learn the task maintenance functions in order to use them later in the navigation activity. Lastly, the video replay and analysis allowed participants to see themselves in a group situation. A key point is people love to see themselves.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group debriefing Day #3 Group A

55-58 YL - What maintenance and task?

YL - We got taped by a video machine and we watched ourselves how we debated over our certain questions . . . .

Personal Interview #11

15-21 F - So you were able to give feedback better?

YL - Ya and it helped me as a leader knowing exactly what I had to work on and which skills, maintenance or task skills. In our group we actually had people who were very task oriented and the rest of the group was more maintenance. There was a lot of, we had to do a lot of maintenance skills and try and get people to, um, meet each other's needs and stuff.

Personal Interview #13

43-49 YL - I suppose you could say some of the task/maintenance things that we did. I used them in automotives doing group work in the lab. Dividing up what has to be done on the vehicles and getting one person to do one thing, like organizing it more or less. Start taking control because one guy he goofs off a lot. It helps out a bit. There's a bunch of little things you have to sit through a couple of hours and try and figure out what you'd use.

Personal Interview #29

4-6 YL - I know the task/maintenance functions has helped a lot in organizing and carrying out operations or whatever you want to call it.

28. Name: Vertical/Lateral Thinking (De Bono)
Environmental Awareness

Description: In one seminar these sessions were omitted because it was decided participants needed more free time during the seminar. Participants also requested more time to prepare their skits. This session is not described because the facilitators could not remember how it was presented.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #10

74-78 YL - Blue Lake affects what I do. The way I think of things now. Like you think about it. Like that really doesn't work. You got to get more lateral or something. You think of four or five different ways, and okay it will work this way better instead of just having a one track mind and just staying the same.

Personal Interview #20

31-35 YL - Also with teaching. I've learnt to say, "Okay, they're this way maybe because of this, and maybe I can teach you in this way instead of this way." I've learnt to do two ideas to do one thing instead of using one I've always used.

29. Name: Association Skits Presentation

Objective: To enable participants to learn more about the other associations. To enable participants to show off some of their strengths.

Description: Each association presented a short skit or song about what they did in their association.

Rationale: This skit night allowed participants to contribute to the seminar in a manner which allowed participants to use some of their personal strengths. It also fulfilled one of the seminar objectives of participants learning about the other provincial youth associations. Lastly, it enabled the facilitation team to learn more about the associations.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #21

19-26 YL - Ya, I feel more comfortable in front of groups.

YL - The skits and that helped me a lot. I used to never be able to stand up in front of them as, which is a contradiction to my Bi/Polar, but I never felt comfortable in front of them and it helps you feel at ease, and even if you're by yourself not knowing the group, you can relate to yourself and think, "I can do this and this and this. If I'm all organized they're going to pay attention." You can just be at ease with whoever you're leading.

---

30. Name: Key Group Debriefing Day #3

Objective: To enable participants to share their experiences, personalize their learning, and to learn from their peers and key group facilitators.

Description: The questions used for this debriefing were:

1. A guided imagery by the facilitator to recap the day.
2. Highlight of the seminar thus far and the reason why?
3. One thing you have learned about leadership?
4. A review of personal contracting.
5. Any concerns or issues, or other things to share?

Rationale: Question one was done as a guided imagery with the facilitator naming topics because participants may have forgotten what they did in the morning because of the duration of the seminar. The second question was asked to help the facilitation team get a reading on which sessions and topics had the most impact on participants. This information would be used in the evaluation at the end of the seminar to make refinements for next year's seminar. Question three brought the focus back to the purpose of the seminar. This was a leadership training seminar so what did participants learn about leadership. The fourth question was simply a review of personal goals set during the seminar. Question five was asked so participants could bring up anything that was bothering them. It was asked to ensure a participant was not perceived as a disturber and to meet the "storming" phase of group development.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #3

578-585 YL - Oh Ya! I'll say, mine. My high point is the last two days. Fifty hours is a long time.

YL - Two and a half days.

YL - Sort of but not really. It's ages but not really. Like I couldn't tell you what we did yesterday morning. It would be like.

YL - It is long.

31. Name: Curfew

Objective: To review the curfew decision.

Description: The whole community met to evaluate the curfew time or rather no-curfew. Participants said it was working and that everyone was being respectful of others. There were only minor problems which participants sorted out.

Rationale: This meeting allowed anyone to speak on the topic to express agreement or disagreement. This included both the participants and the facilitators. This also helped meet the "storming" phase of group development.

DAY FOUR

32. Name: Bi/Polar (Thomas)

Objective: To develop an understanding and appreciation of self. To develop an understanding and appreciation of others.

Description: Bi/Polar focused on the strengths of a person. These strengths were thinking, risking, practical thinking, theoretical thinking, independent risking and dependent risking. During this session the facilitator used a combination of lecturette and flip chart posters to define and clarify the Bi/Polar concepts. Participants were then put into like strength groups to discuss some of their behavioral tendencies. These like strength groups then presented their tendencies back to the whole group. Next, the facilitator taught participants that by flexing for a while they could change their behavior.

Rationale: Bi/Polar was chosen because it created an understanding and appreciation of self and others. It was also chosen because it focused on strengths. This was in agreement with one of the goals of the Wholistic Leadership Development Model which was "conscious, positive and willful changes." Bi/Polar was one of the sessions from which participants gained the most meaningful learnings.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #4 Group B

206-216 YL - The Bi/Polar was interesting. To see everyone in their groups and learn more about themselves. Light bulbs going all around the room. That was neat. and it looked to me like it gave everyone another group to go into. Not just this (key) group or the activity group, (and) the other groups we've been going into but a new group that you have something else in common with that you never knew and seeing them getting along now.

* * * * * * * * * * * * * *

320-368 YL - My group was just like the sevens and eights. We all got in there and it was just like, "Yah! This is me!" We were sharing past stories. It was great. It was nice to see somebody who was almost exactly like you even though we had a little difference from the other two . . . .

* * * * * * * * * * * * * *

359-368 YL - You know what! I noticed people that I naturally was first attracted to and became friends with in this camp were the majority of eights. The first people I think I met and became friends with (were) sevens. I started talking to —, —, —. Uh, just the first people were the people that were the sevens and eights and then I started meeting with the other groups. The first people that I naturally just went to originally were the people that were the sevens and eights, and then I started meeting the other groups. The first people that I naturally just went to originally were the people in my (pattern) group. It was weird.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #5

23-27 YL - Uh. Probably, uh, maybe, uh, maybe being able to understand people. Like I think the session I remembered most was the Bi/Polar that we did and uh, I think that maybe helped me understand people's personalities and why they may act the way they are or whatever.

40-46 YL - Bi/Polar I've used a lot. I 'd sit there and look at someone and the way they're acting and I'd analyze them in the sense. Like I wouldn't put restrictions on them but purely, okay. He looks like a pattern five and you'd know how to approach them. Like if they're a pattern and you know you just can't go straight up to them. You'd have to sort of weave your way in there.

33. Name: Pinch Theory (Sherwood, Glidewell and Sherer)

Objective: To promote a conflict resolution model.

Description: The facilitator provided personal life examples to explain how conflict arose and what would happen in a relationship if it was not resolved. This was that unclear goals and roles led to little pinches. Then the little pinches led to big crunches. It also showed how to resolve pinches by using the communication skills to clear up pinches. As well, it taught participants how to resolve conflicts by stating their intentions, the actions they were going to do, and the results they hoped would happen.

Rationale: Conflict resolution is a skill all leaders need to have. The personal examples from the facilitators also showed participants that the facilitation team was not perfect, that they made mistakes and that mistakes can be resolved.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #8

62-68 F - Can you think of any specific situations you've used the skills in, the sessions or ideas in?

YL - Um, at Yo-Wo-Ch-As I have. I work with kids that, uh, disciplining them and stuff. I had to use the Pinch Theory and stuff like that and uh, to deal with them differently than I , than just getting angry. The Pinch Theory is really good in there.

Personal Interview #16

22-33 YL - Probably the communication skills. Probably, most likely, ya. Like I said before, just explaining more. Going into depth of why things upset me or whatever. Trying to see through them and work it out. Like that Pinch Theory. Instead of letting those pinches gather up. Stop them and talk about it.

F - Have you found that that's worked for you?

YL - Ya, like that theory is plain as day, you know, but you never realize it until somebody explains it to you and then you see it and you see all these things, and it's really neat to see that, and you try to explain it again and I kinda but that's a really neat theory, ya. That one works.

34. Name: Key Group Debriefing Day #4

Objective: To enable participants to share their experiences, personalize their learning, and to learn from their peers and key group facilitators.

Description: The questions asked at this debriefing were:

1. What personal changes have you seen or felt within yourself during the past four days?
2. As a leader how can you use Bi/Polar?
3. Is this seminar increasing your leadership skills? If so, in what ways?
4. Because of being a member in this key group what have you learned about other people?
5. Guided imagery bus scenario. Is there any last thing you want to say to this group?

Rationale: The first question had participants focus on any personal changes they may have noticed in themselves. The hope was participants would be self-aware and notice personal changes. The second question was about a specific session. One of the change process phases is acceptance of self and others. If participants were more accepting of themselves and of others then the Bi/Polar would be considered an excellent activity to use for the acceptance phase. If not, then another "self-awareness" tool or inventory would be tried out. One of the facilitation team's norms was to continually try out and evaluate the effectiveness of the different seminar sessions and activities so each seminar would get better. The purpose of the third question was to begin to get information from participants about the impact of the seminar on their leadership. If participants said the seminar increased their leadership effectiveness the hope was this would transfer back with them in their association. Question four began the closure for the key group. This was the last time the key group would be together. Closure must happen here just as it must happen in the whole community. Question five was a continuation of the closure by doing a guided imagery in which participants packed and left but wanted to say one more thing to the group so the bus turned around and came back. This allowed for any final comments to be made to individuals or the whole key group. This final key group ended with a group hug.

Adult leaders at the seminar formed their own key group. They requested that a representative adult be allowed to join in each final youth key group debriefing to participate, observe and then report back what happened to the other adults. The youth participants agreed to this. The reason that adults were not part of the youth key group debriefings was the concern that the adults may have taken over the process and provided their answers and solutions to the youth without ever listening to what the youth had to say.

DAY FIVE

35. Name: Eight Step Goal Achievement (Benson) (Treatment Group only)

Objective: To provide participants with the theory and practice to develop a personal action plan which would enable them to transfer the seminar knowledge back to their association.

Description: This was the one component of the seminar that was empirically tested. The Treatment Group in July got Eight Step Goal Achievement while the Control Group in August got other sessions. Through the use of posters and handouts the facilitator had participants develop their own personal action plans of how they were going to use the skills and knowledge learned at the seminar back in their associations. Because of some problems during the presentation of this session it was reviewed the last morning to ensure that participants fully understood it.

Rationale: Action planning is one of the change phases of the Wholistic Leadership Development Model. It was done on the second last day to aid the transfer of learning and also to aid in the closure of the seminar. One thing that often happens in this seminar is the facilitators do not do any sessions that aid in the transfer of learning. A second thing that happens is that when an action planning session is done it is done too early in the seminar. Action planning should be near the end of the seminar.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #11

219-230 YL - I guess how it could relate to my school is the most important major thing is the goals. Having a goal, even if it's not a leadership goal. You can apply it to different things. It's hard to take a leadership role in a class of two-hundred-and-fifty but it's, the goals, the step method. That's one thing that's kept me going through. I keep building and now every week or so I go back and look to see where it's going. It works good.

F - So you've been following Eight Step Goal Achievement then?

YL - Ya. More or less. It gets revised.

F - So then part of it?

YL - Ya. I don't even have to look any more.

Personal Interview #12

24-29 F - You said you'd be able to accomplish goals better. Is that what you said?

YL - That's another one, ya. Um, like better. I said, I'm gonna do this and it would take me three months to do it. Now it takes me two weeks instead cause I know how to set up my goals step-by-step, and that kinda stuff.

Personal Interview #20

47-49 YL - I guess the session about setting your goals. I learnt to say, "I can't make a big goal. I have to make smaller goals and be happy with the smaller ones I do."

36. Name: Tuckman's Group Development Model (Control Group only)

Objective: To teach the process all groups go through in their formation and development.

Description: Using posters, the facilitator lectured this session to participants. Specific examples from the seminar were used to highlight Tuckman's model.

Rationale: The reason specific examples from the seminar were used to highlight Tuckman's model was because participants would have experienced the phases of the model because they just went through them. The model then would have tied and linked together the phases into a conceptual framework. The model would have served as a review for the participants' experiences. Being presented at this time, the model also served to help participants with closure. The Wholistic Leadership Development Model is used for change, especially individual change. The author is aware that group interaction, group development and group change affects an individual's change. Many group theorists expand on how groups come together, develop and change over time. The group theory this facilitation team used the most was Tuckman's Forming, Storming, Norming and Performing. Tuckman's model, when used for overall program design, is missing a closing phase. In the broadest sense every program design has a beginning, a middle and an end. The facilitation team, in keeping with the spirit of Tuckman's model, added an adjourning phase. In using Tuckman's model the premise the facilitation used was that linear group development through Tuckman's phases would be planned for while at the same time realizing that spiral group development would be happening as individuals, dyads, triads and small groups were shuffled and reshuffled during the different sessions and activities. It was also assumed that group development through Tuckman's phases would be different for each participant. Some participants may have started changing the first day, others on the third day, and still others may not have started changing at all during the seminar.

Following are some examples of seminar sessions and activities that related to Tuckman's phases of group development:

Forming - the facilitation team planned the entire first evening for the whole community and the small key groups to begin bonding. Forming also happened during the afternoon's outdoor activities.

Norming - the facilitation team addressed this specific phase of group development the first evening through the negotiable and non-negotiable rules session. It was again reviewed the next morning during the overview of the program. One of the most important norms was to "have fun". This was done by the facilitation team saying the norm at the seminar was "no fun". When a facilitator saw someone laughing, or joking, he or she would say, "Remember! No fun!" When the facilitators were laughing or smiling the participants would say the same thing back to them. Other sessions also developed other seminar norms, e.g.: appropriate self-disclosure, risk taking, etc.

Storming - this phase was reviewed in the key group debriefing on day two with the question, "Any concerns at this point?" Also, on day three it was reviewed with the key group debriefing question, "Any concerns, or issues, or things to share?" It was again addressed when the curfew issue was reviewed. Also, on day four the Pinch Theory addressed the "storming" phase because it provided participants with an understanding of how little pinches could turn into big crunches.

Performing - this phase of group development was achieved each day during the outdoor activities. Each group successfully accomplished a different activity each day. Even though some of the activities were done individually, the small group was doing it together and participants could be encouraged by other group members.

Adjourning - the facilitation team began this phase with the closure of the small key group on the evening of day four. On day five the campfire began the process of closure for the whole community. This is the reason the theme for the campfire was, "What will I tell people back home about this leadership seminar?" The last morning was also entirely devoted to closure and going home. On this last day no new activities or sessions were introduced. The purpose was to end the seminar with the participants emotionally solid and wanting to leave, as opposed to ending too abruptly and having participants feel like things were unfinished.

37. Name: Basic Needs of People In Groups (Control Group only)

Objective: To learn the basic needs all participants have when they join a group.

Description: The facilitator lectured about the different needs a participant would have when they joined a group. The shift was then made to what you could do as a leader to ensure all participants' basic needs were being met. Examples from the seminar were given to show how the facilitation team planned sessions and activities to meet participants' basic needs.

Rationale: The reason specific examples from the seminar were used was because participants had already experienced most of their basic needs being met. Therefore, participants could easily understand this model and could begin to use it back in their association. This model was also chosen because it was another way of looking at group development. Tuckman and Basic Needs of People in Groups gave participants a solid introductory understanding of group development.

38. Name: Ins and Outs (Control Group only)

Objective: A role play depicting inclusion and exclusion of group members.

Description: One person from the whole group was taken out and asked by one of the facilitators to come and do another task. This participant was to go back and explain the fire regulations at the Blue Lake Centre to the whole group. This participant was told this was really important and the facilitators could not do it because they all had to prepare for the next session. This participant was not told this was a trick or a role play. She thought it was real life. At the same time, another facilitator explained to the whole group what the excluded person was going to come back and do. The whole community was told to exclude this individual. The length of time the facilitation team allowed the one person to be excluded was three minutes.

Rationale: Up to this point in the seminar everyone was feeling part of the group. This activity was the one that did a reversal and purposely brought out negative behaviors in participants. The intensity of emotions created by this activity was very high. Firstly, a facilitator lied to the participant, thereby breaking trust with her. Secondly, total group exclusion could be harmful. Therefore, the participant who was selected to be excluded had to be intact herself. That was why a lot of caution was used by the facilitation team in selecting the excluded participant. Thirdly, the high emotional intensity was allowed to take place for only three minutes. It took five minutes to prepare the total group and the excluded person, three minutes to do the activity, and twenty minutes for the facilitation team to debrief the activity in small groups and then as a whole community. Because of the intensity of emotions, great skill was required to debrief the activity. Therefore, caution is recommended in using this activity. The first debriefing question focused on feelings participants had during the ins and outs. The second question asked if anyone had ever been excluded. The last question asked what participants could do to include people in their groups. Afterwards, two facilitators privately debriefed the activity with the one excluded person. This was done to ensure the participant was emotionally okay. It was also done to re-establish trust with the participant and to let her know she was selected to be excluded because of her solidness and togetherness as a person.

39. Name: Relaxation/Breathing (Control Group only)

Objective: To enable program participants the opportunity to experience a relaxation/breathing technique.

Description: The facilitator demonstrated how to breathe and relax. The facilitator also gave examples of when to use this technique. One was in stressful situations. Participants then went and practiced this technique under a cold shower. Before they left participants were told to return to the classroom area with their swimsuits on and with a dry towel.

Rationale: This activity was a fun thing to do. It also was the preparation for the Blue Lake Outdoor Experience which was going to the beach and having fun.

40. Name: A Blue Lake Outdoor Experience

Objective: Fun and enjoyment.

Description: Before participants left to do the breathing/relaxation techniques they were told to return to the classroom area in their swimsuits and also to bring a dry towel. While participants practiced their breathing/relaxation techniques the facilitators moved a flip chart outside the classroom and wrote on it, "Everyone come to the beach for fun in the sun!"

Rationale: Up to this point in the seminar there was very little free time for socialization and fun. The time swimming at the beach would provide for some of this. It was also sequenced here because the "ins and outs" exercise was emotionally intense. The facilitation team did not want the emotional heaviness to carry over to the afternoon's final outdoor activities. This was also one of the reasons for the cold shower; to wash away the negativeness, and then to have fun in the sun. It is important that any session or activity that involves high negative emotions is fully debriefed. Then the session or activity that follows it must be designed to bring back the positive group atmosphere.

41. Name: Campfire

Objective: Final evening social gathering. Begin closure of the program.

Description: The campfire was organized and led by the adult association leaders. Each association presented two pieces of entertainment. These were usually skits or songs. It was a typical campfire except for the theme. The theme which the skit or song had to portray was, "What I Will tell People Back Home About This Seminar". To close the campfire a final large group sharing circle was done. The question asked was, "One thing this experience has meant to me is . . . ."

Rationale: The theme for the campfire focused on the adjourning phase and going home. This was the best theme to use because it began the closure of the seminar for the whole community.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Personal Interview #34

192-196 YL - I think a great thing too is the campfire. We had lots of laughs even at the end when we got serious, it's time to be serious and that was a great time. We had to reflect on what we learnt and what we thought and I got closer to a lot of people.

DAY SIX

42. Name: Athabasca Lookout Tower

Objective: To finalize closure of the program. To prepare participants for the journey home.

Description: Participants were driven to a high ridge where they could look out across a valley and see the eastern peaks of the Rocky Mountains. Participants were asked to space themselves out and to focus on one of the mountain peaks. The facilitators then did a sequential guided imagery of each day of the leadership seminar. Next, the Magic of Leadership was read. Finally, the highs and lows of emotions of the seminar were linked to the valleys and the peaks of the mountains and what the reality may be like to return home and tell other people about the experience at the seminar.

Rationale: To close the seminar a guided imagery was done. To reinforce the value of caring about others the Magic of Leadership was read. To aid transfer of learning the analogy of the mountains was used to link the emotions of the seminar to the realities of returning home. Participants had an emotionally high experience during the seminar but when they tried to share that back home the responses from the others may be, "So what! Big deal!" The facilitators hoped this session would prevent any emotional afterdrop effect when participants returned home.

Participant Comments:

F - facilitator YL - youth leader

Line Numbers

Key Group Debriefing Day #3

305-370 YL - And even going home you can't tell them how it was.

YL - You can't explain it to them.

YL - You go home and mom and dad ask you, "How was it?"

YL - It's hard to open up cause you can't.

Personal Interview #33

92-101 YL - Um, well, I just loved this camp. I thought it was a really good idea and I'm really glad that I came. It's something that is really special that you can't really share with anyone. Like you can share with people in the camp but I find that if I go home and tell everyone about the camp or even try to explain something they'll say, "Yes. So what? What's so interesting?" And it's something that if you had a bad day you'd start reflecting and then you'll think about something that happened in camp and you'll all of a sudden cheer up and feel better so I really liked that.

Personal Interview #34

92-99 YL - Um, not really, it's hard to explain to anybody that hasn't been here. You can't say, "It was great. We all worked together. We had a great time. I was just feeling really good." "So did you guys drink?" "No." It's different values.

F - Did that happen when you went back home and try to explain it to your friends?

YL - Well you can't explain the high. To them high is probably getting stoned or getting drunk. The high here is totally different.

43. Name: Association Participants and Their Adult Leaders Meet
(Treatment Group only)

Objective: To enable the adult association leaders to meet with their association youth to assist in action planning.

Description: The adults and the participants from each association met in small groups.

Rationale: This session allowed the adult leaders to find out what the youth from their association were going to do in their action plans. It was hoped the adult leaders would provide follow-up by keeping in contact with their association youth. This session also allowed the adult leaders to have more information to report back to their provincial youth association.

44. Name: Warm Fuzzies

Objective: Final good-byes.

Description: Various colors of wool were cut and formed into little pom-poms. Then a long string of wool was used to make a necklace. All participants and facilitators then received one of these pom-pom necklaces. The story of the warm fuzzies was then read. It is a story about sharing your love with others. The whole community then shared a piece of wool from their pom-poms with every other member of the community.

Rationale: After all the housekeeping details of cleaning and packing there needed to be a final whole community closure activity. The warm fuzzies activity was the opportunity for final hugs and final good-byes. It ended the seminar on a positive note and on an emotionally solid foundation so that participants felt finished with the seminar and ready to return home.

CREDITS

In the Blue Lake Centre Youth Leadership Seminar three kinds of information was presented. The first kind of information was common to trainers who conducted leadership training programs. Where excellent theories, skills and knowledge already existed it was deemed pointless to try and say the same thing in different words. Effort was made to contact the authors first and obtain their permission to use the material. Occasionally an author could not be reached. The second kind of information presented was based on articles which came from a photocopy of a photocopy of a photocopy in which the author's name and publication details were lost. Where this type of information has been included it is hoped the authors will come forward so they can be acknowledged for their excellent ideas. The third type of information presented was collated and combined from several different sources, lists and articles. Where possible this information was acknowledged. To those authors whose articles and ideas have been included I am greatly indebted. Your ideas have greatly contributed to the development of future leaders.

APPENDIX J

Sharing Circles and Debriefings

SHARING CIRCLES

Lyle Benson
May - 1982

1. Definition

A sharing circle is an activity in which people share information about themselves and information about what is happening on the course.

2. Purposes For Sharing Circle

The first reason for a sharing circle is to let other people know what is happening to you from your own point of view.

The second reason is to understand other people from their own point of view.

The third reason is to help the instructor gather information about the course in a very short time in a non-threatening way.

3. How To Do A Sharing Circle

(a) Do not ask people for too much information. A maximum of two questions.

(b) Have the people form a circle facing inwards. People may either be sitting or standing but all must be on the same level. Make sure no one is left outside of the circle.

(c) The instructor established the norms. The norms are one person speaks at a time. We will start on my left and go all the way around the circle. We will not skip over a person. However, as an instructor be sensitive to people. Thus, you may skip over a person. Instructor will share last.

(d) If there are two instructors they sit side by side. One instructor starts the sharing first and the other instructor shares last.

(e) If there is only one instructor prepare a student by telling them beforehand what the sharing circle is and what you question that you want the student to share the answer to. This "priming" will make for a successful sharing circle with the primed student sharing first and the instructor sharing last.

(f) The instructor can emphasize the importance of the sharing circle and what the name means (refer to definition).

(g) Lastly, the sharing circle may focus on whatever information the instructor wishes to find out about.

4. **Examples of Sharing Circles**

(a) Highs and lows sharing circle
My low point during the course was...
My high point during the course was...

(b) Important Things Sharing Circle
Two important things I have learned on the course are...

(c) Uses Sharing Circle
Two things I have learned that I can use as a leader in my own program are...

(d) Personal Insights Sharing Circle
Two things I have learned about myself during this course are...

(e) Likes and Dislikes Sharing Circle
One thing I liked about this course was...
One thing I did not like about this course was...

Debriefing

By Lyle Benson - May 1982 and November 1982

a. Definition

A debriefing is an activity which provides the sharing of information among the instructor and organization and the participants about the course they have completed.

b. Purpose

The first reason is for the organization to receive feedback from the participants about the general delivery of the course.

The second reason is for the instructor to receive feedback from the participants about his/her general instructional ability.

The third reason is to provide participants an opportunity to express their feelings about the course and the instructor.

The fourth reason is to provide the instructor a mechanism for giving feedback to participants on what areas they have to work on for skill improvement in any specified activity.

c. How To Do A Debriefing

The format is the same as that used in a sharing circle with the change that the instructor asks the questions.

d. Three Sample Debriefings

i. Questions participants answer:

- One thing you liked about the course.
- One thing you would improve in the course and how.
- One thing I, as an instructor, can improve upon.
- One of my strengths as an instructor is ...

ii. Feedback from the instructor to each participant.

- Tell each participant two things they did well.
- Outline two or three things each participant has to work on.
- Tell each participant whether they should go on to the next level, repeat this level, or go the the level below during this season.

iii. Debriefing questions for a cabin group at camp.

- How has camp been for you so far? (A short general description)
- What have you done that has helped you be an effective member of your cabin group?
- What have you done that has not helped you be an effective member of your cabin group?
- Tell something that you like, admire, or appreciate about each person in your cabin group.

Thought For The Day

By Lyle Benson - May, 1982

Purpose

The purpose of this activity is to have people focus on a particular thought or theme during the days activities. The reason you want people to focus on a particular thought or theme is to enhance their learning during that activity or experience. You may want people to focus on themselves, on other people, on skill development, on the environment, on the transference of learnings back home, etc. A thought for the day can focus on anything. The key criteria in choosing a thought for the day is that it is for the benefit of people to enhance their learnings.

How To Do

People can be asked to form a circle facing inward; they can be asked to sit comfortably and focus in a certain direction or they can be asked to form pairs, triads, or small groups and focus on an object such as a flower. How people are grouped will depend on what the theme for the thought of the day is.

Usually the thought for the day is read at a scheduled time each day during the length of experience. Most times it is read in the morning to start off the days activities. However, it may be read at the end of the day, at night, or at a high point during the activity.

Example

Imagine you are on a five day backpacking trip. On the morning of the third day you do not do the reading so you can lead your group to the top of the mountain pass. At noon you reach the top of the pass. There you stop for a break and assemble your group so they can take in the magnificent scenery of the valley you have been hiking up for the past two days. Now you read the thought for the day.

What an opportunity to enhance people's learnings. The theme could have a variety of focuses, ranging from the grandeur of the mountains to the individual struggle and hard work it took to reach the top, to the contributions of the whole team pulling together.

The thought for the day is read by a member of the leadership team. However, if the activity extends over a number of days, group members may wish to contribute their own thought for the day

Where to Find

Thoughts for the day are found in two places. The first is from books, articles, etc. The second place they are found is within you. Many times leaders are able to makeup better thoughts for the day than they can find.

APPENDIX K

Cover Letters

Alberta
RECREATION AND PARKS
Recreation Development Division

Standard Life Centre, 10405 Jasper Avenue, Edmonton, Alberta, Canada T5J 3N4

October 15, 1987

Dear Adult Youth Leader:

The Volunteer Leadership Development Section is undertaking a comprehensive evaluation of the Blue Lake Centre Youth Leadership Seminar.

The benefits to you, your association and to your youth leaders will be:

1. A more effective Blue Lake Centre Youth Leadership Seminar from which your youth leaders will receive better leadership training. Thus, your youth leaders will become more effective in your local association.

2. Your association already provides various leadership training experiences and oppportunities. Content and processes of the Blue Lake Centre Youth Leadership Seminar which have been evaluated and proven effective may be added to your existing leadership programs.

3. If your association is thinking of creating new leadership opportunities, it could use the Blue Lake Centre Youth Leadership Seminar as a format from which to design the new leadership opportunities.

Specifically, I am conducting an analysis to determine what makes the difference between an effective and ineffective youth leader. By effective youth leader I mean the attitudes, actions, behaviors, and beliefs you have seen in the past that you wished all youth leaders had under similar circumstances.

.../2

Your assistance is requested to ensure the enclosed four (4) "Leadership Assessment Questionnaires are completed by the following people:

1. The Adult Leader of the Youth Delegate that is most familiar with their leadership style and ability. (This person may in fact be yourself.)

2. Three subordinates or peers of the Youth Delegate who can rate his/her leadership capabilities.

NOTE: The Youth Delegate has received his own questionnaire by separate mail. Instructions for completing the questionnaire are on the first page of the form. In order for the data to be valid it is imperative that the questionnaires be completed. To return the questionnaires, either mail them directly to me at P.O. Box 1732, HINTON, Alberta, TOE 1B0 or have the Youth Delegate bring them to the November Seminar.

Your answers to the questionnaires are crucial for the assessment. Please take the time and effort to do a top quality job.

If you have any questions, please do not hesitate to contact me (collect) at 865-4712, Hinton.

Thank you again for your assistance.

Sincerely,

Lyle Benson

Lyle Benson
Resource Instructor
Youth Leadership Seminar

LB/ykc

Enclosures

Alberta
RECREATION AND PARKS
Recreation Development Division

Standard Life Centre, 10405 Jasper Avenue, Edmonton, Alberta, Canada T5J 3N4

October 15, 1987

Dear Youth Leader:

Enclosed please find several questionnaires to complete. Your answers to these questionnaires will help us to do a thorough assessment of the Blue Lake Centre Youth Leadership Seminar.

Please return all questionnaires to me.

If you have any questions about how to fill out the questionnaires please call me collect at 865-4712.

Thank you for completing the questionnaires.

Yours truly,

Lyle Benson

Lyle Benson
Box 1732
Hinton, Alberta
TOE 1B0

P.S. Your answers to all the questionnaires are crucial for the assessment. Please take the time and the effort to do a top quality job.

See you in November and remember to bring your journals!

Alberta
RECREATION AND PARKS
Recreation Development Division

Standard Life Centre, 10405 Jasper Avenue, Edmonton, Alberta, Canada T5J 3N4

YOUTH LEADERSHIP SEMINAR

BLUE LAKE CENTRE

PROGRAM EVALUATION - 1987

The Volunteer Leadership Development Section of Alberta Recreation and Parks will be involved in a major program review for the 1987 Youth Leadership Seminar. Mr. Lyle Benson, who is a resource person for the Seminar, is in the process of completing his Doctorate Degree at the University of Alberta. We are pleased that Lyle will be conducting our program evaluation and we will use some of the data collected in his final thesis. His research, appropriately enough, is in the area of leadership development.

The research collected will not only assist the Department of Recreation and Parks in the program evaluation, but could also benefit the youth associations involved in sending delegates to the Seminar. The final report will be distributed to the youth associations for general information.

In order to collect the data required to do the study, we are asking your assistance in ensuring the enclosed questionnaires are completed. The attached letter will explain the project in greater detail.

Thank you for your assistance and support. If you have any questions or comments at anytime, please call Lyle Benson (collect) at 865-4712, Hinton.

This project is supported by:

Punch Jackson

Punch Jackson, Head
Volunteer Leadership Development
Section
Alberta Recreation and Parks

H. Scott

Dr. Harvey Scott
Associate Professor
Department of Physical Education
and Sport Studies
University of Alberta